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ABSTRACT

These three issues of the FLES News newsletter contain the following articles: "What I Learned in Second Grade: A French Teacher's Experience" (Pat Westphal); "Foreign Language Program Articulation: Building Bridges from Elementary to Secondary School" (Jo Anne Wilson; an ERIC Digest); "How Do Principals View Foreign Languages?" (William Baranick); "Western Europe Stresses Early Language Learning" (Reinhold Freudenstein); "ACTFL American Council on the Teaching of Foreign Languages Identifies Elementary School Foreign Languages as a National Priority" (Sheri Houpt); "How Much Foreign Language Do Children Hear in Nonintensive Language Programs?" (Elsa Statzner); "Bienvenue--A la Soiree Francaise" (Marion Slamowitz); "An Integrated Approach: Teaching Physical Education and Healthful Living Concepts through Second Language" (Sonia S. Torres-Quinones, Judy C. Peel). The newsletters also contain information on conferences, new instructional and related materials, language-related actions in the federal government, and suggested classroom activities, and include some reproduced children's classroom creations. (MSE)

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FLESNEWS

NATIONAL NETWORK FOR EARLY LANGUAGE LEARNING

Volume 3, Number 1 Fall 1989

What I Learned in Second Grade: A French Teacher's Experience

Pat Westphal
Associate Professor of French
Central College, Pella, Iowa

Actually, I started teaching in third grade in the French immersion program. But after a year I was sent back to second. My principal had a scheduling problem and asked me, three days before classes began, if I'd be willing to switch. That was one of my 3492 exercises in flexibility.

I tell everyone now that teaching in an immersion program was the hardest thing I've ever done, and that is no exaggeration.

I'd been teaching for over twenty years in high school and college when we moved to Maryland, so I knew something about pedagogy in general. And I thought my French was in pretty good shape. But I didn't know much about managing 27 antsy eight-year-olds. We learned a lot together.

What's an Immersion Program?

At Oak View Elementary, a public school in a Maryland suburb of Washington, D.C., the ten-year-old French immersion program was being used as a magnet to attract majority children.

Kids usually entered the program in kindergarten and stayed for the six years of classes that the school offered. Their gym, music, art, and library work were in English, and they had an hour per day of instruction in English language arts, beginning in fourth grade. But aside from that, everything was in French.

In kindergarten, since most of the youngsters were anglophone, they started out speaking English in class, but their teacher spoke only French to them, encouraging them to use more and more French as the year progressed.

First-grade teachers aimed for (and usually got) exclusive use of French by the students by December.

When I got them in second grade, using English was anathema. They just didn't do it! They were allowed to whisper in my ear an English word for which they didn't know the French equivalent, but nobody would say anything out loud. Ever!

I'll never forget my first classroom visit. All those adorable little six- and seven-year-olds blathering away in apparently effortless, unaccented French. I was impressed.

Even after three years of teaching there, I never got over being impressed at the speed with which those kids' language-learning machines sopped up a second language.

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Conference Calendar

International, national, and regional conferences and workshops are previewed in this section of the newsletter. Please send information on conferences and workshops to the conferences editor.

1989 CONFERENCES

October 19-21: **Southern Conference on Language Teaching**. Little Rock, AR. Rosalie M. Cheatham, Department of Foreign Languages, University of Arkansas at Little Rock, 2801 S. University, Little Rock, AR 72204.

October 20-23: **Advocates for Language Learning, Sixth Annual Conference**. St. Paul, MN. Lyle Gerad, 11903 Hilloway, Minnetonka, MN 55343.

November 16-17: **Second/Foreign Language Acquisition by Children, Fourth International Conference**. Boston. Rosemarie A. Benya, East Central University, Ada, OK 74820-6899.

November 18-22: **American Council on the Teaching of Foreign Languages**. Boston. ACTFL, 6 Executive Blvd., Upper Level, Yonkers, NY 10701.

December 27-30: **Modern Language Association.** Washington, DC. MLA, 10 Astor Place, New York, NY 10003-6981.

Conferences Editor: Jane G. Graveen

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Notes from the Chair

This fall brings two important conferences for elementary school foreign language teachers. The Sixth Annual Advocates for Language Learning Conference will be held at Hamline University in St. Paul, Minnesota, October 20-23, 1989, with a focus on implementing and improving second language programs. The Second/Foreign Language Acquisition by Children Conference will take place November 16-17, 1989, in conjunction with the American Council on the Teaching of Foreign Languages Conference in Boston at the Marriott Copley Hotel. Both conferences have exciting programs with sessions for FLES teachers, supervisors, principals, administrators, and parents. NNELL will be sponsoring networking sessions at both conferences for the purpose of sharing ideas, resources, strategies, and future plans. All are encouraged to attend—see the conference programs for exact time and location of meetings. If you are interested in being actively involved in NNELL but will not be able to attend these meetings, please get in touch with me.

The continuation of elementary foreign language programs into middle school and high school is a focus this year for NNELL networking sessions at state, regional, and national conferences. We thought you'd be interested in receiving the enclosed ERIC Digest addressing that topic, "Foreign Language Program Articulation: Building Bridges from Elementary to Secondary School."

And on a final note, please keep in mind that we'd love to hear from you! If you have any comments or suggestions for articles for *FLES NEWS* or other ideas for ways that NNELL could promote early language teaching, please drop us a line. We look forward to hearing from you.

Nancy C. Rhodes

Second Grade from Page 1

It wasn't perfect. The kids made all those errors you've heard a million times, like *Je suis faim* and *J'ai allé* plus a few that are probably new to you: *Qu'est-ce que ça c'est pour?* or *C'est mon!*, for example.

But their accents were very nice and they would chatter endlessly to one another and to me. Any misunderstandings were more likely due to the thought processes of that age group than to any language deficiency.

It was easiest to see their rapid progress when there was a *debutant*. Fall of second grade was the latest point for entering the program, and there would usually be one or two in each class. By the end of that school year there was no apparent difference between the beginners and those who had been in the program for three years. (Of course, I'm sure there were differences, probably mostly of vocabulary, but they weren't obvious.) In a matter of months they went from not speaking a word of French to being able to argue about whose turn it was to take out the soccer ball at recess. It was mind-boggling.

First Steps

My most immediate problems were those that face every elementary schoolteacher: record keeping, shuffling papers, keeping groups fruitfully occupied, dealing with a Hydra-like curriculum.

I felt I was being pulled in a thousand directions. Twenty-seven kids, each needing support, attention, shoes tied, band-aids, a pencil, etc. Meetings. Administrative tasks were overwhelming: lunch money, book club money, field trip money, attendance, permission slips, forms of all kinds to collect and fill out. And all that was before the day really began.

Fortunately there were new-teacher workshops (geared for those who taught in English, but helpful all the same). But what was most fruitful was observing and talking to veteran teachers.

Continued on page 3

FLES NEWS* is a newsletter for educators interested in providing quality foreign language instruction for children. The newsletter provides information on classroom activities, resources, various teaching methods, recent research, upcoming conferences, and information on how to publicize elementary foreign language programs. *FLES NEWS* provides a means of sharing information, ideas, and concerns among teachers, administrators, researchers, and others who are interested in the teaching of foreign languages to young children.

FLES NEWS is published three times a year (fall, winter, and spring) by the National Network for Early Language Learning: Marcia Rosenbusch, editor; Nancy Rhodes, network chair. Executive committee members are: Carolyn Andrade (Ohio), Diane Ging (Ohio), Mari Haas, corresponding secretary (New York), Nancy Hess (New York), Melanie Klutts, recording secretary (Texas), Gladys Lipton, treasurer (Maryland), and Kathleen Riordan (Massachusetts).

Contributing editors for the newsletter by topic are: *Classroom activities* Donna Grundstad, Iowa City Community School District, 509 S. Dubuque St., Iowa City, IA 52240; *Conferences* Jane G. Graveen, Glastonbury Public Schools, Glastonbury, CT 06033; *Funding information and new legislation* Jamie B. Draper, Joint National Committee for Languages, 300 Eye Street NE, Suite 211, Washington, DC 20001; *Publicizing FLES* Carolyn Andrade, Cincinnati Public Schools, 230 E. 9th Street, Cincinnati, OH 45202; *Research* E. Statzner, Longfellow Humanities Magnet School, 318 Moore St., St. Paul, MN 55104; *Resources* Myriam Chapman, Bank Street School for Children, 610 W. 112th St., New York, NY 10025 and Betsy Grob, 196 Bleeker St., c/o Little Red Schoolhouse, New York, NY 10012; *Teaching Methods* Carol Ann Pesola, College of Education, 125 Peik Hall, 159 Pillsbury Drive S.E., University of Minnesota, Minneapolis, MN 55455.

Subscription rate is $8/year. Please send your check to: Gladys Lipton, Treasurer, National Network for Early Language Learning, P. O. Box 4982, Silver Spring, MD 20904.

FLES NEWS wants to hear from its readers. Send letters to: Nancy Rhodes, *FLES NEWS*, Center for Applied Linguistics, 1118 22nd St. NW, Washington, DC 20037. Send contributions to be considered for publication to the appropriate contributing editors at the addresses listed above. Deadlines for information are: fall issue–May 1; winter issue–Nov. 1; spring issue–Feb. 1.

Readers are encouraged to make copies of this newsletter and share them with colleagues. Articles may be reprinted citing *FLES NEWS*, National Network for Early Language Learning, as the source.

*Foreign Language in the Elementary School

ERIC CLEARINGHOUSE ON LANGUAGES AND LINGUISTICS

ERIC Digest

Foreign Language Program Articulation: Building Bridges from Elementary to Secondary School

Prepared by Jo Anne Wilson

November 1988

Foreign languages are currently enjoying attention unparalleled since the heyday of the early 1960s. There is a renewed interest in and emphasis on elementary school programs that are generally referred to under the broad heading of Foreign Languages in the Elementary School, or FLES. The emphasis on FLES in the 60s did not lead to the anticipated proliferation of second language programs because of a lack of realistic program goals and adequate planning, inattention to sound curricula and appropriate instructional materials, and failure to place qualified teachers in FLES classrooms. It is crucial, therefore, that current attention focus on these elements which are so vital to successful FLES programs. Even with these elements carefully in place, articulation remains a critical factor in the development of a successful K-12 language program.

What Is Foreign Language Program Articulation?

For the educational practitioner, articulation is the process of providing a smooth and logical transition from an elementary to a secondary program and ensuring continuity from one FLES classroom to another. This kind of academic sequencing provides opportunities for those students with both the interest and ability to continue their elementary school language study at the secondary level. Articulation can be viewed from two perspectives: horizontal and vertical.

Horizontal articulation focuses on outcomes, teaching strategies, materials, and evaluation within a course level. If language instruction is offered in more than one elementary school in a district, such instruction should be based on a common curriculum. Teachers from different schools or classrooms must address the same objectives at each course level, while utilizing similar strategies and instructional materials.

Vertical articulation refers to the direction of the curriculum between levels of schools (Lange, 1982). Successful articulation from elementary to secondary programs requires continuous and open communication with teachers at all levels. Thus, secondary programs must provide courses that are appropriate to those students who began language study in elementary school. These students should not be placed with beginners in a middle or junior high school. Most current secondary foreign language programs are designed as entry level courses for students with no previous language study. Secondary schools may need to develop several program tracks to serve the needs of the elementary school language learner. Some districts have found it practical to offer the continuation of the elementary language in a specific secondary school within the district.

Secondary school administrators need to be informed about the types of elementary language programs in their district and to work with the language teachers to accommodate those experienced learners who want to continue language learning at the secondary level. Secondary school administrators also need to work closely with the elementary administrators and teachers to develop a program that will recognize the previous learning of the student and enable that learning to become a foundation for continued language development. The major responsibility for readjustment rests with the secondary schools, where curriculum, methods, and instructional materials must be revised. Such revision must accommodate language students who are drastically different from those who have historically begun language study at the secondary level. Those secondary teachers who have embraced a view of language learning as linear and grammatically based must begin to recognize the value of the communicative skills acquired by the elementary learner where emphasis has been primarily in the skills of listening and speaking. The growing emphasis on teaching language for communication at all levels, and the recognition of language learning as a cyclical process during which the learner acquires needed skills in listening, speaking, reading, and writing simultaneously, acknowledge the value of what learners can *do with* the language as contrasted with what they *know about* the language.

Are There Specific Models For Foreign Language Articulation?

The Ferndale, Michigan FLES program had been in place for nine years when, in 1987, the district faced the question of what to do with the growing number of FLES students entering secondary school. The existing middle school language program was dropped, and the next entry point for beginning language instruction was designated as grade 9. Students from all eight elementary schools are now offered the option of continuing their second language study in either one of the district's two middle schools.

Grades K-6:	Sequential FLES
Grade 7:	Secondary Level 2
Grade 8:	Secondary Level 2 (continued)
Grades 9-12:	Levels 3-6

For further information, contact: Lynne Haire, Ferndale High School, 881 Pinecrest, Ferndale, MI 48220, Tel: 313-548-8600.

Center for Applied Linguistics (CAL)
1118 22nd Street NW
Washington, DC 20037

Flint, Michigan's French FLES is offered in three of the district's thirty elementary schools. These schools are designated magnet schools. Students who want to continue their study of French at the middle school level can attend a designated magnet middle school. Sixth grade students apply for admission with the prerequisite of at least three years of instruction in one of the three elementary programs and/or the recommendation of their teacher. Students who complete the two-year middle school sequence are then offered the option of entering a second year French class in any one of the district's comprehensive high schools.

Grades K-6:	Sequential FLES instruction
Grade 7:	Secondary Level 1
Grade 8:	Secondary Level 1 (continued)
Grades 9-12:	Levels 2-5

For further information, contact: Barbara Young, Cody Elementary Academy, 3201 Fenton Rd., Flint, MI 48507, Tel: 313-767-1565.

A number of programs are reviewed in the National Commission Report prepared by the American Association of Teachers of French (Lipton, Rhodes, and Curtain, 1985). Each model reviewed indicates specific articulation sequencing. The most successful examples of elementary to secondary articulation come from those districts where the language programs are based in magnet schools. In Cincinnati, Ohio, students enrolled in the partial immersion program attend a middle school bilingual academy in grades 6-8 . In Milwaukee, Wisconsin, students from the immersion elementary schools attend an immersion middle school.

How Can Foreign Language Articulation Be Planned?

Successful articulation between elementary and secondary schools occurs with ongoing communication and cooperation on the part of foreign language teachers at all levels (Pesola,1988). The ACTFL Proficiency Guidelines have considerable value as a starting point for the dialogue necessary to open and maintain communication. The proficiency levels defined in the guidelines do not refer to the number of years of study or instructional time. The categories describe levels of performance that the learner has attained regardless of time spent studying the language.

Well-articulated programs will become a reality when teachers and administrators at all levels realistically face the issues involved. No FLES program should be started without consideration of the options open to those students who want to continue at the secondary level. At the outset, both elementary and secondary staff need to be involved in any planning committee. Such planning should set realistic program goals and develop a sound curriculum. Administrators, teachers, and parents need to be informed of all stages in planning. Such information must be provided in a timely fashion by holding open discussion meetings to clarify the desired goals of the program and to seek input from all concerned. With program goals and curriculum in place, and with qualified teachers in the classroom, a well-articulated sequential program has the potential to produce language learners able to communicate effectively in a second language.

The goal of language learning should be communicative competence. Language proponents must also be honest about the length of time needed to acquire that competence. Real language acquisition occurs only after years of study and effort. A well-articulated K-12 program can have a lasting effect and can produce individuals who are culturally and linguistically prepared to live in the 21st century.

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For Further Reading

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Resources

Advocates for Language Learning
P.O. Box 4964
Culver City, CA 90231

FLES News
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Silver Spring, MD 20904

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Notes from Washington

House Approves 1990 Spending for Foreign Language Education

By a vote of 365 to 58, the U.S. House of Representatives approved the 1990 appropriations for the Department of Education, including several programs related to language instruction.

Foreign language instruction received a $9 million increase in Title VI of the Higher Education Act. Title VI has several provisions for teacher training and research that have yet to be funded, so the increase could provide funding for these much-needed programs.

In providing the additional money, the House Appropriations Committee noted, "the long-term economic and strategic needs of the United States require a major expansion in our national capacity to communicate in the critical languages of the world."

The committee, however, once again failed to fund the Foreign Language Assistance Act, which would provide matching funds for model elementary and secondary foreign language programs. The committee also eliminated funds for the Star Schools Program, which would have used telecommunications to teach math, science, and foreign languages.

The Senate is expected to consider education spending in early September.

Appropriations for Foreign Language Education
(in million $)

Program	1989	(H.R. 2990) 1990
International Education and Foreign Languages	31.0	40.3
Domestic	25.9	35.1
Overseas	5.2	5.2
Foreign Language Assistance	0.0	0.0
Star Schools	14.4	0.0

Funding Information and New Legislation Editor: Jamie B. Draper

Second Grade from Page 2

My super-competent colleagues were unfailingly supportive, even when I whined. Unfortunately, we rarely had time to talk to one another. I waded through the piles of curriculum guides.

Learning What to Teach

At first I tried to use some of the approaches I had always used in high school: language drills, lists of adjectives, grammar exercises. After all I was a French teacher, and that's what French teachers do!

It was disastrous. The kids were bored stiff because I was talking over their heads. My feelings were hurt because I spent so much time preparing and they were so ungrateful.

It took me a while to realize that I wasn't there to teach French. I was there to teach reading and math and social studies and science and spelling and penmanship and citizenship and all that stuff. French was incidental. Instead of teaching the French words for concepts students had already mastered, which is what I had done for the most part in high school and college, it was my responsibility to teach the concepts themselves. Along the way the kids would learn the language. Learning the language was always secondary.

It sounds easy now, but the lesson came hard. And now that I have learned it with regard to an immersion program, I'm wondering if it's not true all the way along the line.

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Resources for Your Classroom

Grands livres (BIG BOOKS). Bibliothèque Arc-en-ciel, 123 Newkirk Rd., Richmond Hill, Ontario, L4C3G5, Canada (tel. 1-800-268-3860).

This series of BIG BOOKS (and they really are big: 15" x 18") used in French immersion programs in Canada is among the most exciting materials published for elementary school French classes. Titles include *Ah, ces oiseaux; La petite poule rousse; Quel beau petit; Les trois Barbichu; Un, deux, trois; Voilà la Mère l'Oie!;* and many more. When you read a BIG BOOK to your class, your children are immersed in an enjoyable story that is written in a rich and meaningful manner. These beautifully illustrated books are just the right size to delight a whole class of children. The colorful, descriptive, and expressive language clearly presents the idea of the story. Further, the rhythmic and repetitious language patterns used in many stories invite the students to orally reproduce phrases and sentences in French. The class kit for each book contains one BIG BOOK, six smaller books for student use, a cassette tape, and a teacher's guide. Kit costs $55.00. Items may be purchased separately: BIG BOOK: $22.35, student book: $4.75, cassette: $7.97. (All prices are in Canadian dollars.)

Resources Editors: Myriam Chapman and Betsy Grob

How do Principals View Foreign Languages?

William Baranick
Montgomery County (MD) Public Schools

In 1985, a study was undertaken in the state of Maryland to learn more about the attitudes of elementary school principals toward foreign language programs at the elementary school level. The primary areas of interest were 1) the attitudes of elementary school principals toward adding any of the various foreign language programs to the present curriculum; 2) the principals' attitudes toward foreign language programs depending on such school factors as a) the socioeconomic status of the community, b) the student achievement level, c) locale, and d) ethnic diversity; and 3) the principals' attitudes toward foreign language programs based on their own backgrounds and training in foreign languages.

Approximately three-fourths (76 percent) of the 577 elementary school principals from selected districts in Maryland were randomly chosen to receive a written questionnaire. The sample (N=435) represented 56 percent of the public elementary school principals within the state. The return rate for the questionnaire was 62 percent (N=268).

The findings showed that slightly more than half the elementary school principals had a positive attitude toward foreign language instruction, but implementing a foreign language program was not high on their list of priorities. When asked about implementing "new curricula" in an "ideal" situation, many principals rated a school computer literacy program as a higher priority.

While 54 percent of the respondents felt that the elementary school curriculum should contain a foreign language program, 46 percent responded negatively. The language recommended for study by the majority of principals (91 percent) was Spanish.

Of those principals opposed to having a foreign language program during the school day, 33 percent indicated they were "against" having a foreign language program, while 13 percent were "strongly against." The major reason given for their opposition was the lack of time during the school day. Some of the principals who opposed a foreign language program indicated, however, that they could be supportive under certain conditions. The most frequently offered stipulations were that foreign languages should be offered as an "enrichment" program (32 percent) and that a foreign language program should be for the gifted students (16 percent).

Of those principals favoring the study of foreign languages in the elementary school, nearly one-half felt that the study should begin very early in the students' school career—either in kindergarten (39 percent) or first grade (10 percent).

Ninety-three percent of the respondents indicated that foreign languages should be *required* at some level during the students' school career. More than one-third (36 percent) of the respondents felt that the requirement should start at the elementary school level. Over one-half of the respondents indicated that the students should complete a minimum of two years of foreign language study and that the program should be for all students (63 percent), not just for the more academically able.

More than half of the respondents were not aware of the interest of the superintendent (57 percent) or of the board of education (53 percent) in their districts toward foreign language programs in the elementary school. In addition, they indicated a high heed for instructional materials as well as for new teachers in order to get a program started.

When asked to comment on their own background in foreign languages, 38 percent of the respondents indicated they had not traveled to non-English-speaking countries. However, 88 percent of the principals indicated they had received some foreign language instruction. When rating their ability to communicate in a foreign language, 81 percent indicated they had poor (56 percent) or no (25 percent) ability to speak a foreign language; 76 percent indicated they had poor (53 percent) or no (23 percent) ability to read a foreign language; and 91 percent indicated poor (51 percent) or no (40 percent) ability to write a foreign language.

When looking at the attitudes of principals as they related to "significant others," (i.e., parents, superintendent, teachers, board of education, and students) the data suggest that an increased interest by parents, students, and teachers generally parallels a more positive attitude by principals. The data relating the attitude of principals toward "specific needs" suggest that there was no significant relationship between the attitude of principals and the need for 1) textbooks, 2) principal training, 3) instructional materials, and 4) new teachers.

The data on other independent variables investigated seem to indicate that one variable with a significant relationship to principal attitude was the locale of the school (i.e., urban, suburban, or rural). None of the other variables investigated indicates a similar strength of relationship, although a few factors were nearly significant: the ability to read a foreign language, the achievement level of the students, whether or not the principal supervised a foreign language program, and the educational level of the family in which the principal was raised. The other variables for which there were no significant relationships were: the principal's estimate of the average family income in the school district, the amount of travel by the principal to other countries, the years of foreign language training of the principal, and the ability of the principal to write or speak a foreign language.

Conclusions

Based on these findings, it appears that a substantial number of elementary school principals have a relatively positive attitude toward foreign language education. It is equally clear, however, that supporting foreign language programs is not their foremost interest.

Regarding the group of principals who are against or even strongly against foreign language programs at the elementary level, it is evident that their major concern is the perceived lack of time for course offerings in foreign languages. This finding may imply that many elementary principals (46 percent in this study) regard foreign language instruction as a peripheral, relatively unimportant entity. Perhaps foreign language

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Activities for Your Classroom

Teachers: *Please submit a favorite classroom activity for publication in* FLES NEWS *by sending a description in the following format: title, objective, materials, and procedure. You may include any pictures or drawings as illustrations. Send with your name, address, and telephone number to Donna Grundstad, Classroom Activities Editor, Iowa City Community School District, 509 S. Dubuque St., Iowa City, IA 52240.*

Title: **Flannel Board/Magnetic Board**

Objective: To provide a flexible means of displaying visuals for storytelling, counting, and presenting foods, clothing, seasons, etc.

Materials: Cork bulletin board with wooden frame, sheet metal to fit one side of the board, spray paint for metal, small nails, magnetic strip, glue, materials for cutouts (tagboard, felt, etc.), colored tacks, and large plastic garbage bag.

Procedure: Cut the metal to the specified size (a plumbing and heating establishment will do this for you). Be sure to leave a bit of extra metal at the two opposite ends so that the metal may be slipped under the wooden frame. On the two long sides the metal should cover the cork board and be even with the wooden frame of the bulletin board. Spray paint one side of the metal sheet before attaching it to the board. Allow plenty of time for the paint to dry and add a second or third coat if necessary. Fasten the metal sheet to one side of the bulletin board by driving very small nails into the wooden frame. A magnetic strip may be purchased at an appliance store for use on the metal side of the board. Glue small pieces of the strip to the pictures or cutouts that are to be used on the metal board. Up to four layers of cutouts will stick to the board in one spot, thus giving a layered effect. Fold back the edges of the flannel to fit the other side of the cork board. Secure the flannel to the board. Colored tacks placed neatly around the perimeter are attractive. When transporting your board, protect it with a very large plastic garbage bag.

Contributor: Patricia Longwell-Wera
Mankato State University, Box 53
Mankato, MN 56001

Classroom Activities Editor: Donna Grundstad

Title: **Concept Attainment Poster**

Objective: The learners will demonstrate attainment of a cultural concept by generating related words and pictures.

Materials: The teacher will need a poster-size piece of oak tag (24" x 36"), colored markers, and glue. Each student will need a small piece of plain, white paper (4" x 5" or smaller), crayons or markers, and scissors.

Procedure: This activity should follow a lesson on a specific cultural concept, such as a particular geographic area (a country, region, or city) or a holiday. First, the teacher hangs a blank poster where all can see and writes the name of the concept in the middle of the poster. Students are asked to close their eyes and imagine they are in the geographic area or at the holiday celebration. They should imagine what they see, hear, smell, taste, feel, and do. Students are asked to explain in the foreign language what they imagined. The teacher writes their words or phrases on the poster using a variety of colors. The result will be a collage of words. This step should stop before their ideas are exhausted and before the poster is too full for the next step. Distribute the small pieces of paper, one per student. Each student will draw a simple picture to illustrate some aspect of the concept—something that has already been mentioned or anything else. The pictures should then be cut out and glued onto the collage. The completed poster can be left up in the classroom for reinforcement and for review during a subsequent lesson.

Contributor: Priscilla Jacobsen
Hoover Elementary School
2200 East Court Street
Iowa City, IA 52240

Classroom Activities Editor: Donna Grundstad

Principals from Page 4

educators should endeavor to launch a campaign directed at elementary school administrators in order to increase awareness regarding the value of foreign language instruction at the elementary level.

The awareness campaign should include some information addressing the number of years required to reach a reasonable level of proficiency in a foreign language. With 63 percent of the respondents favoring a one- or two-year language requirement, it is obvious that most elementary principals are either not aware of the length of time required to achieve a solid functional ability in a foreign language or simply not interested in providing students with the opportunity to become proficient in a foreign language. If, indeed, educators are serious about increasing the level of global awareness and foreign language proficiency of our students, changing the attitudes of our elementary school principals will become an important area of concern. (See *FLES NEWS*, **2** (2), p. 1, for a related article.)

Research Editor: E. Statzner

Letter from a Reader

Dear NNELL:

I just read the recent issues of *FLES NEWS*—a number of the articles contained good instructional ideas for teaching a foreign language to elementary-age children.

Here at Hong Kong International School we are in the fourth year of developing our Chinese studies (language and culture) program. We've been writing our own curriculum and developing some of our own materials, which has been a real challenge. Thanks to the efforts of our ten members in the Chinese studies unit, we offer Mandarin and Chinese culture for 20-30 minutes each day to 730 students in grades 1-5. We also have a strong after-school Cantonese program that includes 125 children and parents, some of whom are learning the local dialect and others who are spending additional time with reading and writing characters. I have just sent my membership to Dr. Lipton, the treasurer, but I wanted you to know how much I appreciate discovering the National Network for Early Language Learning.

If you know of any other schools that are developing programs to teach Chinese as a foreign language in the elementary school, please let me know. We'd like to exchange materials and ideas with them.

Sincerely yours,

James A. Handrich
Elementary School Principal
Hong Kong International School
6 & 23 South Bay Close
Repulse Bay, HONG KONG

Please respond directly to Mr. Handrich if you teach Chinese or are interested in exchanging curricula or materials with his school.—ED.

Second Grade from Page 3

Aren't high school kids there to learn about another culture? Aren't they preoccupied with their social relationships and their complexions? They want to learn to talk, but many of them feel they have nothing to say. Isn't the foreign language basically secondary for them too? Shouldn't it be the vehicle for dealing with some other aspect of life rather than the goal itself?

I used to think it was unwise, if not unfair, to use a word my students hadn't learned. It never occurred to me that they could learn vast quantities of vocabulary by osmosis if I just gave them a chance.

Now, even in my beginning French classes, when I divide the class into teams or groups, I say something like: *Levez-vous si vous portez des chaussettes qui ne sont pas blanches.* (Stand up if you are wearing socks that are not white.) If nobody responds, I point out those who are wearing colored socks and motion for them to stand up. Other possibilities include numbers (phone numbers, birthdates, addresses), personal possessions (those of you who have a dog), food (everyone who ate pizza last week), directions (all who live east of school), etc.

Now, I try to talk all the time, even if it's just ranting and raving as I look for my lost materials. I accompany all my actions (and theirs!) with a monologue, pointing and gesturing to help them understand as much as they can. But I have come to the conclusion that it's better for them to hear language they don't understand completely than it is for them to hear nothing or English.

Learning How to Teach

I soon realized that little kids, even more than big kids, had to be doing something. Each one of them had to be personally involved. They could be manipulating something physically, solving a problem, whatever, but each one had to have something to be responsible for.

The bigger the group I was working with, the harder it was to get everyone involved physically. The following are some of the tricks I relied on.

1. Total Physical Response (TPR) activities. As they listened to a story the second time around, I'd have everyone act out certain words. (Before I started I'd ask them to find a space big enough to move without touching others. Clapping twice was the signal to end each movement.) During cooking activities everyone would go through the imaginary activities of pouring and stirring, etc.

2. Our science program had several multiple-choice quizzes based on pictures, since many of the children don't read very well yet. I made transparencies of these and the kids made a set of three flashcards (A, B, and C). I would ask a question based on the transparency sketches. For example, a series of pictures of a growing puppy, a growing plant, a pupa, a chrysalis, a butterfly—"Which shows stages of metamorphosis?" On my signal each child would hold up the card indicating his or her answer.

3. During class discussions a student who had a response ready put a fist with a raised thumb on a knee or desk. Somehow that was less disruptive and less intimidating to the others than a waving arm. I could wait longer before choosing someone to answer.

4. *Pense/Partenaire/Partage* (Think/Pair/Share). From the thinking skills movement was also useful. I would point to my head and watch the clock after asking a question. After 30 seconds of reflection, kids told a partner what they had been thinking. I would then ask individuals to tell the class what their partners had said.

Choosing What to Teach

There was a huge ring binder full of objectives and techniques and suggestions for materials for each of the content areas: reading, writing, listening, speaking, social studies, math, science. Unfortunately they were based on the wealth of materials available in English, and had to be adapted or redone to conform to the materials we had available in French.

Finally I isolated the major points in each of the guides and tried to integrate them as much as possible. For example, we made a slide show of the neighborhoods near our school. I took the slides. The kids then wrote captions for each one to describe residential, commercial, and industrial areas. That took care of a social studies objective as well as several language arts areas.

Continued on page 7

Second Grade from Page 6

To meet the science objective concerning metamorphosis we raised and studied mealworms (science), wrote about them in our journals (language arts), imitated the way they walked (P.E.), and drew charts and wrote and solved story problems (math).

This constant battle to get everything into the school day is one of the main arguments for a content-based curriculum for FLES. A large body of research on Canadian immersion programs shows that their students eventually score as well as or better than students who study in native language programs. In effect, the immersion experience is like getting something for nothing. Students lose nothing academically and gain a second language. FLES programs could produce similar results—adding something without taking away anything—if they could be built around the existing curriculum.

Finding Ways to Teach

Instead of teaching colors separately, we can combine them with shapes (circle, square, triangle) and practice the math objective of continuing repeating patterns.

For example: Day 1: *Découpe trois triangles-rouges, un grand, un petit, et un moyen* (Cut three red triangles, a big, a little, and a medium-size one). *Montre-moi/touche/donne-moi/regarde/mange le grand* (Show me/touch/give me/look at/eat the big one, etc.). Day 4: *Découpe trois carrés verts* (Cut three green squares). *Fais un ensemble de petites formes, de formes vertes, de triangles* (Make a group of small shapes, of green forms, of triangles). *Combien en as-tu dans chaque ensemble* (How many do you have in each group)? Day 6: *Découpe trois ronds jaunes* (Cut three yellow circles). *Montre-moi une serie avec un petit triangle, un grand rond, et un carré moyen* (Show me a series with a small triangle, a big circle, and a medium-size square). *De quelle couleur es ton triangle* (What color is your triangle)?

Include a loop or two of yarn and we can work on set theory. *Fais un ensemble de tous les carré, toutes les formes vertes, etc.* (Make a group of all of the squares, of all of the green shapes, etc.). To make a game, write on the board the name of the person who finishes third, or sixth, or whatever, for each round of commands and give it a big star.

Helena Curtain and Carol Ann Pesola did a super presentation at the Central States conference last spring based on social studies. They had large maps of each of the continents posted on the walls and used them to teach the names of the continents, then the names and locations of various countries using TPR reponses. They had found postcards of the flags of various countries at the UN (but kids could also make flags as a homework assignment). They used their cards with the maps to practice colors as well as countries' names and locations.

Kids study *Peter and the Wolf* in music classes. It's available on cassette in French and could be exploited in lots of ways. Kids could make construction paper costumes (wings for the bird, ears for the wolf, a beak for the duck, etc.). After everyone had donned a costume, the class could guess identities. As the tape was played individuals could stand and give a characteristic action when they heard their themes. This could be an occasion for learning the names of animals, the parts of their bodies, names of their homes, verbs to describe the way each moves, or adjectives to describe their personalities.

We Need Help

In the immersion program I often found I had to turn to the French/English dictionary. I had never before had a reason to learn how to say "plunger" or "mealworm." But I found that referring to a French text on a topic, say "bees," was a lot more efficient than using a dictionary to check the gender of "hive" and "wax" or to find the words to describe the roles of all the members of the hive.

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Please send me a one-year subscription to *FLES NEWS*. I am enclosing my check for $8.00. Overseas rate is $12.00. (Make checks payable to NNELL.)

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Mail check and this coupon to: Gladys Lipton, Treasurer, National Network for Early Language Learning,P.O. Box 4982, Silver Spring, MD 20904.

Second Grade from Page 7

In order for us teachers to learn the vocabulary and authentic language we need to integrate FLES, it would be helpful to build a library of teachers' materials published in foreign languages for each of the content areas. For instance, Canadian publishers produce teachers' editions of their French classroom materials. Scholastic has a French paperback book club that occasionally offers things for teachers. Such a library might be gathered through the local school district or the state consultant's office.

Math and science seem to be especially rich areas for us, since they aren't so dependent on large chunks of language as social studies or reading. But, given our literary backgrounds, they're also the areas in which we're most likely to need support.

Immersion teachers often feel as though they are constantly reinventing the wheel because programs are scattered throughout the U.S. and it is difficult to share what they are producing. One thing that might be helpful would be to isolate concepts and content in the general elementary curriculum that would be particularly fruitful for exploitation in FLES classes.

Elementary school teachers are a special breed, and one to which our society owes a tremendous debt. Few people are as patient, hardworking, and selfless. My three years at Oak View were, indeed, the hardest I've ever been through, but they were also the most rewarding. We learned a lot.

Marcia H. Rosenbusch, Editor
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FLESNEWS

NATIONAL NETWORK FOR EARLY LANGUAGE LEARNING

Volume 3, Number 2 Winter 1989-90

Western Europe Stresses Early Language Learning

Reinhold Freudenstein
Philipps-Universität
Marburg, Federal Republic of Germany

A decision was made to conduct a survey in Western Europe on the situation of foreign language teaching and learning at the primary level (the first four years of formal education) at the first West European regional conference of the Federation Internationale des Professeurs de Langues Vivantes (FIPLV), or Modern Language Associations, held in Nantes (France) in August 1988. The aim of the survey was to provide information on foreign language teaching to children up to the age of ten, with special reference to the countries in the European Community (EC), in preparation for a statement by FIPLV on early foreign language teaching in Western Europe. The survey was conducted with the technical assistance of the Foreign Language Research Information Center at Philipps University in Marburg (Federal Republic of Germany).

The results of the survey were presented at a meeting of representatives of FIPLV in Sèvres (France) in April 1989. A number of issues raised at this meeting were relevant to early foreign language teaching and learning. The proposals that were made are summarized here.

It became clear that on the one hand there is widespread agreement on the advantages of early foreign and second language learning; on the other hand it is advisable to conduct further research into various aspects of children's language acquisition and into the process and context of language teaching at an early age before final recommendations are made for a common language policy in Western Europe after 1992.

The Present Situation

Except for Luxembourg, there is no compulsory foreign language teaching in primary education in the countries of the EC. In Luxembourg, German is offered from year one and French from year three. In France, the Federal Republic of Germany, the Netherlands, and in parts of Belgium foreign languages are offered on a voluntary basis usually from year three or four onward. In countries where primary education lasts for five, six, or more years, voluntary foreign language teaching is usually found in the curriculum from year five on. In other words, with the exception of Luxembourg, there is no regular, obligatory foreign language instruction at the primary level in the countries of the EC.

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ACTFL Identifies Elementary School Foreign Languages as National Priority

Sheri Houpt
Portland Schools
Portland, Maine

The American Council on the Teaching of Foreign Languages (ACTFL) identified the teaching of foreign languages in the elementary school as one of the thirteen important issues facing the language teaching profession in the 1990s. These issues were the focus of the second invitational Conference on Professional Priorities held as an adjunct to ACTFL's 1989 Joint Annual Meeting in Boston in November.

A position paper and reactions to the position paper were prepared for each issue by key leaders in the field prior to the conference. The position paper for the issue of foreign languages in the elementary school was written by Dr. Myriam Met, Foreign Language Coordinator of Montgomery County Schools, Maryland, and Nancy Rhodes, Chair of the National Network for Early Language Learning, Center of Applied Linguistics, Washington, DC. Reaction papers were invited

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Notes from the Chair

The decade of the nineties is off to a great start. Foreign language learning is being revitalized across the nation, and the American Council on the Teaching of Foreign Languages (ACTFL) has recognized language teaching in the elementary school as a priority for the 1990s. As Sheri Houpt points out in her article, ACTFL's November Conference on Professional Priorities was a catalyst for discussion and recommendations on early language learning. An ACTFL position paper, to be available later this year, will summarize these priorities.

It is significant that at the same time we are experiencing renewed interest in language teaching in the United States, Western Europe is facing a similar situation as interest grows in developing a common language policy. In the lead article, Reinhold Freudenstein of the Foreign Language Research Information Center (Philipps University) in West Germany describes a recent survey of elementary school language teaching in Western Europe. There is widespread agreement among educators there on the advantages of early language teaching, but more studies of language acquisition and teaching methodologies are necessary before final recommendations are made for a common language policy in Western Europe after 1992. Interestingly, the critical issues they are addressing are similar to the ones we are facing in the United States (continuation of instruction in secondary schools, integration of language instruction into the school curriculum, and determination of the appropriate age to begin instruction). We are delighted to have our first article from abroad, and we welcome closer ties with Europe as we address our common concerns.

Nancy C. Rhodes

FLES Strand is Feature at CSC

The Central States Conference on the Teaching of Foreign Languages will hold its annual conference in Minneapolis March 15–18, 1990. As a special feature, a "FLES strand" will be one of three priorities emphasized in the workshops and sessions within the theme of "Twin Issues: Defining the Future and Making It Happen."

Having a FLES strand means that during every time slot on the program there will be a minimum of one session devoted to the topic of FLES. There also will be FLES workshops both pre- and postconference. Finally, a unique 90-minute panel will feature FLES experts who will discuss current trends and issues. Session topics will range from interdisciplinary planning and teaching of content through the second language, to teacher preparation, establishing FLES and FLEX programs, networking, and sharing of practical ideas as well as sources of materials.

If your interest is FLES, you are assured of a complete schedule of sessions devoted to this topic. For more information, contact: Jody Thrush, Madison Area Technical College, 3550 Anderson St., Madison, WI 53704.

FLES NEWS* is a newsletter for educators interested in providing quality foreign language instruction for children. The newsletter provides information on classroom activities, resources, various teaching methods, recent research, upcoming conferences, and information on how to publicize elementary foreign language programs. *FLES NEWS* provides a means of sharing information, ideas, and concerns among teachers, administrators, researchers, and others who are interested in the teaching of foreign languages to young children.

FLES NEWS is published three times a year (fall, winter, and spring) by the National Network for Early Language Learning: Marcia Rosenbusch, editor; Nancy Rhodes, network chair. Executive committee members are: Carolyn Andrade (Ohio), Diane Ging (Ohio), Mari Haas, corresponding secretary (New York), Nancy Hess (New York), Melanie Klutts, recording secretary (Texas), Gladys Lipton, treasurer (Maryland), and Kathleen Riordan (Massachusetts).

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Subscription rate is $8/year ($12/year overseas). Please send your check to: Gladys Lipton, Treasurer, National Network for Early Language Learning, P. O. Box 4982, Silver Spring, MD 20914.

FLES NEWS wants to hear from its readers. Send letters to: Nancy Rhodes, *FLES NEWS*, Center for Applied Linguistics, 1118 22nd St. NW, Washington, DC 20037. Send contributions to be considered for publication to the appropriate contributing editors at the addresses listed above. Deadlines for information are: fall issue–May 1; winter issue–Nov. 1; spring issue–Feb. 1.

Readers are encouraged to make copies of this newsletter and share them with colleagues. Articles may be reprinted citing *FLES NEWS*, National Network for Early Language Learning, as the source.

*Foreign Language in the Elementary School

★★ Foreign Language Awards ★★

The annual meeting of the American Council on the Teaching of Foreign Languages (ACTFL) held in Boston in November 1989, recognized outstanding contributions to the foreign language profession. Several educators and researchers who work in early language learning were among those who received awards.

Marguerite Ann Snow, Assistant Professor of Education, California State University at Los Angeles, shared the ACTFL-MLJ Paul Pimsleur Award for Research in Foreign Language Education jointly with Dr. Russell N. Campbell, Professor of Applied Linguistics, University of California at Los Angeles, and Dr. Amado M. Padilla, Professor of Education, Stanford University.

Dora F. Kennedy, Supervisor of Foreign Languages, Prince George's County (MD) Public Schools, received the Florence Steiner Award for Leadership in Secondary Foreign Language Education.

Conference Calendar

International, national, and regional conferences and workshops are previewed in this section of the newsletter. Please send information on conferences and workshops to the conferences editor.

1990 CONFERENCES

March 15-18: **Central States Conference on the Teaching of Foreign Languages (in conjunction with Minnesota Conference on the Teaching of Foreign Languages).** Marriott City Center Hotel, Minneapolis. Theme: "Twin Issues: Defining the Future and Making It Happen." Diane Ging, CSC-MCTFL Program Chair, Columbus Public Schools, 2200 Winslow Drive, Columbus, OH 43207.

March 19-23: **CALICO Annual International Symposium.** Baltimore, MD. CALICO, 3078 JKHB, Brigham Young University, Provo, UT 84602 (801-378-7079).

April 5-8: **Southwest Conference on Language Teaching 7th Annual Meeting.** Holiday Inn Pyramid Hotel, Albuquerque, NM. Jan Herrera, SWCOLT Executive Director, 13355 Albion Circle, Thornton, CO 80241 (303-452-1308).

April 19-22: **Northeast Conference on the Teaching of Foreign Languages.** New York City. Theme: "Shifting the Instructional Focus to the Learner." 1990 Northeast Conference Chair, P. O. Box 623, Middlebury, VT 05753.

April 26-28: **Second Language Acquisition and Foreign Language Learning II.** Urbana, IL. Bill Van Patten, Department of Spanish, Italian, and Portuguese, 4080 Foreign Languages Building, 707 S. Mathews, Urbana, IL 61801.

May 3-5: **Pacific Northwest Council on Foreign Languages 40th Annual Meeting.** Portland, OR. Ray Verzasconi, PNCFL Executive Secretary, Foreign Languages and Literatures, Oregon State University, Corvallis, OR 97331; (503-754-2289).

May 3-6: **The American Forum for Global Education Conference.** St. Paul, MN. The American Forum, 45 John St., Suite 1200, New York, NY 10038.

May 10-12: **Canadian Association of Second Language Teachers Annual Meeting.** Conference Centre, St. John's Newfoundland. Ihor Z. Kruk, President, CASLT, 369 Montrose St., Winnipeg, Manitoba R3M 3M1, Canada.

SUMMER WORKSHOPS

June 11-July 6: **Fourth Summer FLES Institute.** Iowa State University, Ames, IA. For application or further information, contact: Dr. Marcia Rosenbusch, Director, Summer FLES Institute, Department of Foreign Languages, 300 Pearson Hall, Iowa State University, Ames, IA 50011 (515-294-4046).

June 18-July 13: **Methods for Teaching Foreign Languages in the Elementary School.** Concordia College, Moorhead, MN. Carol Ann Pesola, coordinator. For application information, contact: Office of Admissions, Concordia College, Moorhead, MN 56560. For grant information for German teachers, contact: Helene Zimmer-Luew, AATG, 112 Haddontowne Court #104, Cherry Hill, NJ 08034.

July 8-14: **National FLES*Institute.** University of Maryland; Baltimore County. For further information and application, write: Dr. Gladys Lipton, Coordinator of Foreign Language Workshops, UMBC, Baltimore, MD 21228 (301-455-2109).

July 9-August 10: **Summer Language Institute (K-8).** Teacher's College, Columbia University, New York, NY. (Formerly held at Bank Street; new institute is tentative.) Mari Hass, Teacher's College, Columbia University, Box 11, New York, NY 10027. (212-678-3817). Session includes two weeks travel in Puerto Rico or Quebec. Session also available July 9-July 27 without travel.

Conferences Editor: Jane G. Graveen

Teacher Preparation Project Underway in North Carolina

A project funded by the U.S. Department of Education, Fund for the Improvement of Postsecondary Education (FIPSE), and conducted by the Center for Applied Linguistics in collaboration with the North Carolina Department of Public Instruction aims to improve the preparation of elementary school foreign language teachers at institutions of higher education.

A creative model for preparing teacher educators will be implemented based on the successes of current elementary school foreign language teachers. This preparation will be offered to teacher educators representing public and private universities in all eight educational regions of North Carolina. The shortage of teachers is more pressing in North Carolina than in any other state because a new law states that by 1993 all public school students in kindergarten and elementary school in North Carolina will be required to study a foreign language. The teacher educators will participate in the following activities: (1) an intensive seminar on FLES methodology, (2) direct observations of local FLES classes, (3) co-teaching with FLES teachers, and (4) collaboration with experienced FLES teachers in the development of a teacher-education curriculum. These teacher educators will then be responsible for incorporating the new material and methodologies into their universities' curricula and providing FLES instruction to undergraduate foreign language students preparing to become teachers.

As part of the goal of wider dissemination of FLES teacher-preparation models, this program, after revision, will be replicated with a second group of North Carolina institutions. In addition, the teacher-education curriculum and training model will be made available in the fall of 1990 to other districts and states interested in increasing and improving their elementary school foreign language programs. For more information, contact: Nancy Rhodes, Project Director, Center for Applied Linguistics, 1118 22nd St. NW, Washington, DC 20037.

New Materials Are Available

Videotape of Elementary School Foreign Language Programs

A new videotape on elementary school foreign language programs entitled *FLES* Programs in Action* is now available. The videotape depicts goals and activities in FLEX, Sequential FLES, and Immersion. An accompanying brochure gives additional information on each type of elementary school program model, including expected outcomes, goals and long-range plans, results of research, and other topics.

The videotape, which is edited from videotapes produced at eleven schools or school districts, demonstrates a number of innovative ways in which children learn a foreign language. The videotape will be useful for in-service workshops, methods courses, study committees planning for the initiation of new programs, parents' meetings, articulation meetings, decision-makers' meetings, etc.

Developed through a grant from the U.S. Department of Education, the videotape/brochure package may be ordered by sending a check for $23.00 (made out to UMBC-MLL) to: Dr. Gladys Lipton, UMBC-MLL, Baltimore, MD 21228 (301-455-2109).

Video Programs for Teacher Preparation

Five video programs for the preparation of elementary foreign language immersion teachers are currently available from Montgomery County Public Schools, Rockville, MD. These video programs are intended for institutes of higher education, school districts, and teacher trainers who are interested in teacher preparation for elementary foreign language programs. Each program is accompanied by a *Teacher's Activity Manual*. The programs currently available are: *What It Means to be an Immersion Teacher; Foreign Language Immersion: An Introduction; Second Language Acquisition; Negotiation of Meaning;* and *Planning for Instruction in the Immersion Classroom.* The video programs may be obtained by sending a check for $25 (to cover the cost of duplication and distribution) made payable to Montgomery County Public Schools to: Foreign Language Coordinator, Department of Academic Skills, Montgomery County Public Schools, 850 Hungerford Drive, Rockville, MD 20850.

These video programs have been prepared as part of a 3-year immersion teacher preparation project funded by the U.S. Department of Education, Title VI, International Research and Studies Program. Future program titles will include: *Teaching Reading/Language Arts in Immersion Grades K–2 and Grades 3–6; Teaching Mathematics and Science in Immersion Settings* (available Spring 1990); *Teaching Social Studies in Immersion Settings; Teaching Culture Throughout an Integrated Curriculum; Evaluating Concept Mastery and Foreign Language Proficiency* (available Spring 1991).

Content-Based Curriculum

A new curriculum, *French in the Elementary School: A Content-based Curriculum*, by April Anderson, is now available for teaching French to elementary school students at beginning and intermediate levels (grades 1–6). The curriculum combines language instruction with subject matter from the regular elementary school curriculum. Common themes such as numbers, animals, weather, and the family are combined with related content area topics in mathematics, science, social studies, and other areas.

The teacher-developed guide includes a description of the content-based approach, sample unit plans, program goals, vocabulary scope and sequence charts, 17 units (with black-line masters and worksheets for photocopying), sample content-based lessons, and a bibliography and resource list. It is 152 pages, 3-hole punched, and unbound, for easy access.

To order, send check ($16 + $3.50 postage and handling), made payable to ERIC Clearinghouse on Languages and Linguistics, to: User Services Coordinator, ERIC/CLL, Center for Applied Linguistics, 1118 22nd St. NW, Washington, DC 20037.

Program Description Booklet

The Ohio Foreign Language Association has published a small volume entitled *Elementary School Foreign Language Programs: A Brief Look at Ohio.* Both small and large districts relate their history, the teaching materials they use, and the costs involved in their programs. Suggestions for program implementation are abundant. This 52-page booklet also includes a list of professional and parent organizations that have an elementary school focus. A 4-page bibliography is also included. To order a copy of this publication, send your name and mailing address together with a check for $3.00, payable to the Ohio Foreign Language Association, to: Promotional Materials, 6 Angela Court, Oxford, OH 45056. Please include with your request the title of the publication.

Resource Notebook

A resource notebook for teachers of German grades K-8, the *Loseblattsammlung*, is a collection of supplementary and classroom teaching materials for students and their teachers. The materials are organized around topics appropriate for students at each grade level. This notebook is developed by teachers and for teachers and will be available from the American Association of Teachers of German (AATG) for a nominal subscription fee by the end of the 1989–1990 school year. If you are interested in contributing to the *Loseblattsammlung*, please write for more information on format and guidelines to: Pat Pillot, Harding Elementary School, 2920 Burdette, Ferndale, MI 48220.

Western Europe from page 1

Beyond the EC, early foreign language teaching has been introduced to the primary school systems of Austria, Finland, Ireland, Sweden, and Switzerland. In these countries, the conditions for early foreign language teaching and learning differ greatly, particularly as far as the beginning of instruction or the number of lessons per week are concerned. For example, in the Italian-speaking part of Switzerland, French is compulsory from year three, in most of the French-speaking cantons, German is compulsory from year four. The number of lessons per week varies between one and four.

Advantages of Early Foreign Language Learning

Early foreign language teaching suffered a severe setback after the results of a British experiment were made available (Burstall et al. 1974). This study was restricted to testable knowledge and to external factors, such as accumulated lexical items, only. Although often misinterpreted, this study neither indicated nor implied that there are negative consequences from early foreign language learning. The study simply stressed the fact that a later start in foreign language learning produced certain results in a shorter period of time. This, of course, is true for any subject taught at school and should not be linked only to foreign language teaching and learning.

The following advantages have been drawn from research carried out in connection with foreign language teaching at the primary level as well as from personal observations.

- *Intellectual improvement.* Children who learn a foreign language at an early age tend to be superior to their monolingual peers in verbal and nonverbal behavior. Intellectually, children's experience with two language systems seems to give them greater mental flexibility, superiority in concept formation, and a more diversified set of mental abilities.

- *Mother-tongue improvement.* Children who start learning a foreign language early in life can understand their native language system better; they become conscious of the existence of language as a phenomenon. It is therefore false to argue negatively that learning a foreign language at the primary level interferes with the development of the mother tongue or even interrupts its acquisition. Since the basic development of one's mother tongue comes to an end by the age of four or five, there should not be any obstructing influence from other languages at the primary level. There is much evidence in favor of this argument from many bi- and multilingual children all over the world who obviously do not suffer in any way from knowing and using several languages effectively in their everyday communication.

- *Cultural gains.* Children who speak foreign languages tend to have a wider cultural outlook than monolingual children who often believe that their own culture and customs are the only ones that matter. Children may be safely exposed to other languages and cultures while quite young, even before they have identified with their first language and culture. The introduction of a foreign language helps children to develop tolerance toward people who are different, and in the long run contributes to mutual understanding among individuals and nations.

It must be noted, however, that positive cultural values can only result from favorable teaching situations leading to successful learning—small learning groups, suitable teaching aids, appropriate methodological approaches, and properly prepared teachers. If these conditions cannot be ensured, early foreign language teaching might easily be connected with negative experiences in a child's mind and produce unfavorable attitudes toward another culture. Therefore, every effort should be made, and financial means provided, to arrange for teaching and learning situations in which the foreign language can be taught in such a way that only positive attitudes result.

The advantages of early language learning in regard to cultural gains show that conventional objections to early foreign language teaching can no longer be accepted as valid. Teaching foreign languages to children at the primary level can support the growth of character and plays an important part in the development of the intellect. Early foreign language instruction

Continued on page 10

How Much Foreign Language Do Children Hear in Nonintensive Language Programs?

Elsa Statzner
On leave from St. Paul, Minnesota Public Schools

In an effort to investigate what factors determine the extent to which teachers use the foreign language for lesson presentation, classroom management, and administrative tasks in nonintensive foreign language programs, the author and two foreign language teachers participated in a pilot study carried out during the 1988–1989 academic year in two urban elementary schools (one offering instruction in French and the other in Spanish). In both schools language instruction consisted of one 55-minute lesson per week for the entire academic year. All students received foreign language instruction during the homeroom teacher's preparation period. Nonintensive foreign language programs such as these, where instruction time is equivalent to one hour per week, are very popular in the elementary schools, according to Rhodes and Oxford (1987). An important issue for teachers of nonintensive foreign language programs is the extent to which they can use the target language in their classrooms. This issue, however, needs to be empirically explored.

Background of the Study

The Foreign Language Teachers: Both teachers, who had taught more than four years, were certified in elementary education and had college majors in the language they were teaching. One of the teachers had an additional elementary school foreign language certification. Both teachers developed their own materials for their classes in spite of heavy teaching loads. The Spanish teacher taught Spanish to over 700 children weekly in grades K–6, while the French teacher (who taught only three days a week) had over 450 children in grades 2–6.

Students: Two combined second- and third-grade Spanish classes with 26 and 27 students, respectively, and two second-grade French classes with 30 students each, participated in the study. Both schools had mobile populations with students entering and leaving the school and the foreign language program throughout the year. Ethnically, the children in both schools were Caucasian, Black American, and Asian. The Spanish classes also included Asian, non-native speakers of English. According to the foreign language teachers, in both schools the children represented lower and middle economic groups. All classes were taught in the early afternoon and included both boys and girls. The four classes subsequently scored between the 45th and 50th percentile of the National Norm in Reading Comprehension of the California Achievement Test, according to the district's Evaluation Office (1988–1989 school year).

Classroom Environment: The large French classroom had been attractively redecorated and equipped with new furniture. In contrast, the Spanish classroom was smaller with older chairs of various sizes. Children often objected to sitting in the smallest "kindergarten" chairs. The walls of the Spanish classroom were lined with open cabinets used to store the teacher's materials. As a result, children who surreptitiously moved their chairs to take things out of the cabinets caused distraction during most classes. During the 1989-1990 academic year, a larger and newly equipped classroom was used for Spanish.

Procedures

The study included two parts: (1) the teaching of a specially designed food unit to all classes; (2) an ethnographic methodology of classroom participant observation (21 observation hours), teacher interviews, and the production and transcription of audiotapes.

Since the teachers prepared their own materials, the study required the development of a unit that would standardize lesson content in both schools. The unit presentation was carried out during eight class sessions. The unit's objective, to increase the students' listening comprehension of the foreign language, required physical action as the response; no speaking, reading, or writing was required of the children. The unit's content was based on expressions related to being thirsty and hungry, such as asking students for lemonade or various shaped cookies. The unit was taught using activities such as group games, songs, and dialogues with puppets. (The teachers had previously experienced success with similar activities.) No new activities or cultural materials were introduced during the unit.

Results and Discussion

The Teachers' Use of the Target Language and English: Several variables related to the teacher's target language use were identified. These variables are grouped according to (1) the teachers' use of the target language; and (2) the teachers' use of English.

1. The Teachers' Use of the Target Language: The first three classes of the unit were a transition period in which the teachers gradually increased their use of the target language. The teachers then used only the target language to communicate the unit's content. In addition, when reinforcing content-related performance, both teachers praised students in the target language, using words with cognates in English, for example, *excelente/excellent* (excellent). This unit was particularly suited for use with the target language because it did not involve any new activities or cultural materials that might have needed clarification in English. The food unit was also highly motivational for both second- and third-graders. Both teachers emphasized, however, that they normally do not have adequate time to plan individually tailored units such as this for the various age groups.

In spite of the fact that the target language that was understood by the children was limited, both teachers used it not only for teaching content and for student feedback, but also for classroom management in situations that the teacher considered mildly disruptive. For example, when the children became too enthusiastic during a game, the teachers said *Silencio, por*

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Activities for Your Classroom

Teachers: *Please submit a favorite classroom activity for publication in* FLES NEWS *by sending a description in the following format: title, objective, materials, and procedure. You may include any pictures or drawings as illustrations. Send with your name, address, and telephone number to Donna Grundstad, Classroom Activities Editor, Iowa City Community School District, 509 S. Dubuque St., Iowa City, IA 52240.*

Title: **Plastic Drop Cloth Floor Grid**

Objective: Vocabulary practice.

Materials: 2" plastic tape (colored), 8' x 10' transparent plastic drop cloth, and plastic dishwashing scratch pads.

Preparation: Spread the drop cloth on the floor. Use the tape to mark off a grid of about 40 squares. Place pictures of previously learned vocabulary items under the squares of the grid. To keep the pictures in place, pockets can be made on the back of each square by cutting pieces of the same plastic the size of each square and taping 3 sides, leaving the top open to slide in the pictures.

Procedure: Students are instructed in the target language to toss 3 markers (plastic dishwashing scratch pads) in turn on the grid. The student then gives the words for the pictures that the markers landed on.

Variations: Use numbers in the grid and have students compute math problems in the target language.

Have students command each other to stand on certain pictures (shoes off, of course).

Have students direct another student to move across the grid by naming a series of pictures.

Contributor: Stanley (Charley) LaFrenz
1718 Ave. D
Fort Madison, IA 52627

Title: **Fruit, Vegetable, Tennis Ball**

Objective: Students practice description and review terms, such as name, age, colors, occupation, favorite sport, etc.

Materials: An old tennis ball or a fruit or vegetable such as an apple or potato for each child; pipe cleaners (legs/arms); fabric scraps, yarn, buttons; pins or glue.

Procedure: Students decorate their fruit, vegetable, or tennis ball with hair, a face, and other details such as a bow tie, and then describe their creation to a partner. The partner has to pick their particular fruit or vegetable out of a lineup. As a follow-up, several students get together to form a "family" and write a paragraph about the family they have created.

Example: A tennis ball with a big smile, orange hair, green eyes, glasses, big ears, carrying a baseball bat, and with the name Henri Puisvert on a name tag. The student who created Mr. Puisvert describes him, "He has orange hair and likes baseball." Students raise their hands to guess which one it is. The student who guesses correctly gets to describe his/her vegetable person next.

Contributor: Carrie Kouris
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Classroom Activities Editor: Donna Grundstad

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from Madeline Ehrlich, founder of Advocates for Language Learning, Dr. Gladys Lipton, University of Maryland, Baltimore County, Carol Ann Pesola, Concordia College, Moorhead, Minnesota, and Kathleen Riordan, Springfield, Massachusetts Public Schools.

The papers served as the focus for discussion by the educators who were invited to meet with the authors of the position and reaction papers to examine the priority issue and to identify recommendations for the final priority paper. Chairpersons for the discussion for the area of elementary school foreign languages were Helena Curtain, Milwaukee Public Schools, Milwaukee, Wisconsin, and Kathy Olson, St. Paul Academy and Summit School, St. Paul, Minnesota. Based on the discussion of foreign languages in the elementary school, seven areas of concern for the 1990s were identified: advocacy for early language programs by the foreign language profession, teacher preparation, availability and development of resources and materials, expanded opportunities for all students, articulation across levels, research, and technology.

At networking sessions held during the ACTFL Joint Annual Meeting, and which were open to all ACTFL participants, the priority recommendations were discussed and refined. At the networking session for foreign languages in the elementary school over 100 educators from across the nation met to discuss the seven areas of concern. Participants divided into discussion groups according to the area of concern in which they were most interested. The results of each discussion group were summarized verbally at the end of the networking session. These recommendations, together with the position paper and the reactions papers, will be used to develop the final position paper for the priority, which will be available later this year through ACTFL.

Resources for Your Classroom

Barr-Harrison, P. & Kennedy, D. (1986). *ICAL (International Culture and Language) French.* Upper Marlboro, MD: Prince George's County Public Schools. Available from the authors' school at 14201 School Lane, Upper Marlboro, MD 20772.

The ICAL curriculum provides elementary school students at Prince George's County Public Schools with a series of linguistic and cultural experiences that are integrated with their social studies curriculum. It can, however, be used by all foreign language teachers concerned with extending children's cultural awareness. The curriculum is available for six languages: Japanese, French, Italian, German, Spanish, and Russian. A Latin component, which integrates the Language Arts curriculum, is also available.

The goals and the structure of each curriculum are similar. Students learn to say a number of communicative phrases and expand their vocabulary through short, self-contained lessons on diverse aspects of the culture of the target language. The French curriculum contains, in addition to such basic topics as greetings, numbers, etc., lessons on the geography of France, foods, fashion, and both a fairy tale and a folktale. There are also suggestions for songs and games. The curriculum is adapted to different ages. For the foreign language teacher who wishes to adopt part of this curriculum, there is a wealth of information. The culture notes on the food unit contain thirty-nine pages of material, culled from many sources and covering topics as various as French table manners, children's *gôuter*, and Belgian cuisine. The lesson on fashion is equally complete. The folktale, "The Discontented Fish," comes from Africa, and the fairy tale is a Perrault classic. There is, thus, a wide range of in-depth material to supplement any French program.

Recontre France/Amérique. 3996 Mayflower Drive, Murrysville, PA 15668.

Recontre France/Amérique is a club that is a resource for French teachers. In existence for three years now, the club has subscribers in France, the United States, and Canada. *Recontre France/Amérique* seeks to promote contacts among Americans, Canadians, and French-speaking people throughout the world. These contacts are maintained through a newsletter that promotes exchanges of letters and visits, notices for houses to rent, travel tips, etc. Membership in the club will be useful to teachers looking for penpals or who wish to organize exchange programs for their students. If interested, send your request with your name and address and two first-class stamps to the address listed above.

French Resources Editor: Myriam Chapman

Hoffman, E. R. (1989). *FLES/FLEAMS project, Spanish curriculum.* Denver, CO: University of Denver. Available from Dr. Eleanor R. Hoffman, Project Director, Department of Foreign Languages and Literatures, University of Denver, University Park, Denver, CO 80208.

This curriculum (units one–six) stresses listening comprehension skills through Total Physical Response activities. Speaking skills are introduced in later units (units seven–twelve will be published in 1989–1990), reflecting The Natural Approach philosophy of not requiring a learner to produce the foreign language until he/she feels willing and capable of doing so.

The first unit introduces the students to Esteve, the Stegosaurus. Esteve appears throughout the guide and is an integral part of many activities. Each unit includes an overview of activities, which indicates the basic skills (listening, thinking, etc.), Higher Order Thinking Skills (predicating, classifying, etc.), the content area (music, art, etc.), and the type of activity (game, puzzle, etc.). Many of the activities are hands-on activities that require certain materials such as crayons, scissors, glue, etc. There are activities for the younger child as well as for the older student.

The units touch on a wide range of topics from "Plans for the Birthday Party" to "An Airplane Trip to Mexico." Although the opportunities for oral communication are planned around TPR and The Natural Approach, the framework is flexible. Teachers have abundant opportunities to pursue their foreign language instruction in a style in which they are most comfortable.

This curriculum is available in French, German, Japanese, and Spanish. The price for each guide, including postage, is $25.

Ervin, M. J. (1988). *A taste for language*. Howell, MI: Melting Pot Press.

A Taste for Language is a valuable resource book for preschool and elementary school language instructors. The book offers guidelines and suggestions on where to start, what to teach, and how to motivate young language learners. The book contains hundreds of ready-to-use lessons and ideas and includes songs, cooking recipes, native dances, movement exercises, and culture capsules. Both Total Physical Response and The Natural Approach philosophies are incorporated into the book. Activities are written in English and Spanish but may be readily adapted to any language.

A Taste for Language does what its title says; it allows a student to "taste" a new language! To order *A Taste for Language* write to: Mary Jo Ervin, Melting Pot Press, P. O. Box 2005, Howell, MI 48844, or Gessler, 55 West 13th St., New York, NY 10011. Cost per copy is $18.50, plus $1.50 for postage.

Spanish Resources Editor: Barbara McDonald

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favor/Silence, s'il vous plaît (Silence, please); *Siéntate/Asseyez-vous* (Sit down). This use of the foreign language for management was interspersed with other common techniques, such as nonverbal cues, changes of voice level, class pace, or student activity. After a class during which the Spanish teacher had used Spanish exclusively, she noted that when the children were attentive and there were no outstanding behavioral problems, teaching the entire class period in Spanish worked very well.

2. *The Teachers' Use of English*: Although the teachers could use the target language to manage minor disruptive behaviors, when the Spanish teacher attempted to use the language during two consecutive class periods for content and for all management and administrative tasks, behavior problems that had been previously under control became intolerable (e.g., children lying on the floor, moving around the class, and leaving the classroom). Not surprisingly, many students were distracted by those who were misbehaving, and otherwise cooperative students became restless. After searching for nonverbal approaches to prevent potentially disruptive behavior and to reinforce positive behavior, it was concluded that it proved more efficient to use English for specific recommendations (e.g., "I can see many good listeners. Good listeners sit with their chairs flat on the floor and their eyes on the teacher"). In addition, the Spanish teacher concluded that her students grew tired of listening to the target language after fifteen or twenty minutes and that concise English phrases, such as "I can hear very good singers," helped children stay on task.

The French teacher used English to provide information about the day's activities, to announce the following week's plans, and to encourage appropriate behavior. The French teacher felt that eight-year-old children could not always remember from week to week what they were doing in the French class and, also, that they needed encouragement in a language they understood well. Children appeared eager to speak English during these special times.

Both teachers performed numerous tasks that were unrelated to lesson content, most of which required English. The teachers acted as counselors when students arrived with unresolved problems or when they argued, hurt themselves, or had accidents (like forgetting to go to the bathroom). They encouraged peer support and/or provided extra attention to students who had been absent, were new to the program, or whose native language was not English. In addition, there were also routine chores to be dealt with (such as processing parental or teachers' notes).

If not involved in this study, the teachers could have taken advantage of some of these "distractions" to provide alternate lesson content (e.g., talking about the snowstorm). Since both teachers attempted to follow the prearranged unit lesson plans, this was not possible. This lack of flexibility may have negatively affected class management, especially when holidays and assemblies extended the interval between foreign language classes from 7 to 14 days. In such cases, the Spanish teacher said that she would have preferred to relate class content to events of more immediate interest to the students.

Both teachers tended to believe that they used "too much English" in the classroom. They were pleasantly surprised when told that they addressed the class in English an average of only four times in a class period, or for about 10 minutes during each 55-minute class period.

Unit Evaluation: The unit evaluation consisted of two parts. The multiple-choice segment of the unit evaluation involved picture identification of words taught during the unit. The oral segment of the evaluation consisted of a game already played during the unit. During this game, the teacher asked each child individually to respond to statements such as *Tengo hambre. Dame una galleta redonda, por favor./J'ai faim. Je veux un biscuit rond, s'il vous plaît.* (I am hungry. Please give me a round cookie.) The child would respond correctly by selecting the appropriate object.

The children were much more enthusiastic about the oral segment of the test than about the written one. The oral test used the target language realistically and demanded more foreign language comprehension than the written one. Unfortunately, the four-question oral test, was extremely difficult to administer to so many students. The French teacher, because of lack of time, could only ask each child three of the four questions.

Conclusions

There are two important conclusions to recognize and apply to the nonintensive foreign language classroom.

1. Use of the foreign language by the teachers depended not only on the age of the children and the type of unit taught, but also on the classroom environment. This environment included class profile, classroom facilities, and "distractions" that tended to diminish the children's attention. In certain situations, educational objectives were facilitated by the teachers' planned use of English; content, however, was always presented in the foreign language.

The classroom environment and class size may have a greater impact on the foreign language class than on other classes. Disruptions seem to be doubly serious in the foreign language classroom because not only is the lesson content interrupted, but the "language continuity" of the classroom is broken. To provide practice and to assess children's listening comprehension, the teacher needs to create opportunities for communication that require the children's individual interaction with the teacher. Large classes make it very difficult for teachers to carry out these important aspects of foreign language learning.

2. The teachers tended to overestimate the amount of English they used. This fact underscores the importance of an objective assessment of the relative use of the target language and English. Furthermore, due to limited class time, curriculum developers and supervisors should recognize the great flexibility teachers need in this type of program.

Programs that do not operate within ideal physical settings can still enjoy great success, as measured by student interest and parental support (e.g., the Spanish program described). The success of this program is enhanced by communication with the parents (through phone calls to the home, newsletters, open houses, and the community press), as well as open administrative support.

Acknowledgments

The foreign language teachers, Dawn Molenaar and Katherine Korkowski, helped identify the questions to be addressed and developed the teaching plan. This classroom-based research could not have been carried out without their collaboration.

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Please address correspondence regarding this study to: Elsa Statzner, Graduate Student, University of Minnesota, Second Languages and Cultures, 125 Peik Hall, Minneapolis, MN 55455.

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contributes significantly to the multilingual society of the EC, whose citizens will need to know at least two foreign languages. There is much evidence to support the view that the process of learning other languages alongside the mother tongue must start at an early age if multilingualism is to be achieved.

Rather than continue to reproduce outdated prejudices about early foreign language learning, it would be more constructive to concentrate on those problems connected with early foreign language learning that have not yet been satisfactorily solved and therefore need further clarification.

Problems To Be Addressed

The following questions and issues now need to be tackled at local, national, and international levels in order to achieve reliable results within a reasonably short period of time.

1. The Problem of Continuity. Although it is true that learning a foreign language at the primary level is in itself a worthwhile individual educational experience, many early language teaching projects have been discontinued in the past because of inadequate links between language learning in primary schools and in institutions of secondary education. After two or three years of learning a foreign language at the primary level, children had to start all over again with the same language when they moved to a secondary school. Their motivation and interest in language learning in general often declined in consequence. This lack of continuity also discouraged administrators from pursuing projects in early foreign language teaching.

In addition, teachers at the secondary level are rarely familiar with teaching techniques at the primary level. They often have a sense that the approach to foreign language instruction that they use with older children is the only effective way to success. They have received no guidance, either from empirical research or from their own preparation, with regard to ways of handling the language knowledge that children have previously acquired.

It is essential, therefore, to solve the problem of continuity. It should also be established that early language learning can remain a positive and gainful experience, even if there is no immediate continuation of language learning, or of learning the same language, as children change schools. Finally, new approaches to teacher preparation are necessary in order to enable foreign language teachers to be more flexible in different teaching situations. Future foreign language teachers must be able to instruct young children as well as older pupils and adults.

2. The Question of the Number of Languages. Luxembourg shows that it is not unrealistic to introduce more than one foreign language to children at the primary level. The Waldorf school system is an example of two foreign languages (English and French) being offered at the same time to all children from year one onward. There are countries outside Europe where it is the norm for children to have full command of two or three languages (as well as their mother tongue) by the age of ten. On the basis of these models, we need to know what the educational advantages and disadvantages are in regard to the number of languages to be learned by children in the European context. Europe after 1992 needs to have multilingual citizens. Language acquisition must therefore start as early as possible if it is not be restricted to only one foreign language.

The introduction of foreign language learning at the primary school can also be regarded as a major contribution to a diversified language program offered during the years of compulsory education. Given due regard for local conditions, an early start need not be restricted to the major languages only; it can provide the time and the opportunity to acquire other languages later on.

3. Language Awareness Before Language Learning. We should also try to establish new models of language learning that could help to overcome the current inadequacies of early language instruction. There are programs in the United Kingdom that aim to introduce children to several cultures and languages (regional and national dialects, immigrant or foreign languages) at the same time. These programs promote a positive attitude toward languages in general. It might well be that various forms of this type of "language awareness" could be the best way of preparing pupils for a multilingual society. If children first learn to understand new values connected with languages spoken in their own country, they will probably be well equipped for choosing and learning a foreign language. They would be in a better position later on when they want to, or have to, speak other languages for professional or personal purposes.

4. Language Studies in the Primary Curriculum. One of the strong objections to early foreign language teaching is the risk of overloading the curriculum of primary schools. In many projects in the past, foreign languages have been simply added on to the regular timetable of the pupils and have thus intensified the feeling that foreign language learning is a time-consuming extra at the expense of free time. We need to know if there are other and better ways of integrating foreign languages into the primary school curriculum. There is a wide spectrum of possibilities: from ten-to-fifteen-minute modules daily to instruction in school subjects, such as music or physical education, through the medium of the foreign language (partial immersion).

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Notes from Washington

Legislative Update—101st Congress

The Foreign Language Competence for the Future Act, HR 2188 and S 1690, is still pending in the House and Senate. This legislation, sponsored by Rep. Leon Panetta (D-CA) in the House and Sen. Christopher Dodd (D-CT) in the Senate, establishes five programs to help increase the quantity and quality of foreign language instruction in the United States: summer foreign language institutes for teachers, teacher incentive grants, foreign language institutes to meet business needs, grants for distance learning, and grants for critical language and area studies consortia. The House bill is authorized at $110 million and the Senate bill at $75 million plus "such sums as necessary" for the teacher incentive grants.

The Senate Subcommittee on Education, Arts, and Humanities held hearings on S 1690 on October 31, 1989. Among those testifying on behalf of the bill were Helene Zimmer-Loew, Executive Director of the American Association of Teachers of German and President of the Joint National Committee for Languages; Christine Brown, Director of Foreign Languages, Glastonbury Connecticut Public Schools; and Jeanne Wells Cook, Language Arts Specialist for the State of Mississippi. The subcommittee was repeatedly reminded of the importance of foreign language education to the nation's security and economic prosperity and was informed of a growing shortage of foreign language teachers, particularly in rural areas. The importance of federal aid as seed money for establishing and strengthening programs was also stressed. The highlight of the hearing came when Sen. Thad Cochran (R-MS), openly skeptical of the federal role in this area at the beginning of the hearing, announced that he would add his name as a cosponsor of the bill at the conclusion of the testimony.

In addition, Rep. George E. Sangmeister (D-IL) will be introducing legislation specifically for elementary school foreign language instruction. At this time the bill is in the drafting stage, but it is expected to include provisions for pre- and in-service training of elementary foreign language teachers, including study abroad. According to Jody Lenkoski, legislative assistant to Rep. Sangmeister, the bill will be introduced as soon as Congress returns at the end of January.

To encourage Congress to take up foreign language education in 1990, it is imperative that more members are made aware of the importance of the issue. The National Council for Languages and International Studies (NCLIS), the lobbying organization for the profession, urges you to write your representative and senators asking them to cosponsor HR 2188 or S 1690, as well as the Sangmeister legislation when it is introduced. For further information, contact NCLIS at 300 Eye St., NE, Suite 311, Washington, DC 20002 (202-546-7855).

Funding Information and New Legislation Editor: Jamie B. Draper

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5. Language Learning at Preschool Level. Finally, research projects of a practical kind need to be conducted to discover if preschool foreign language learning can prepare and support language instruction at the primary level. A very early contact with several languages might possibly be the best means of paving the way for multilingual instruction at a later stage. Research should concentrate primarily on two questions: (1) What educational benefits are involved for the individual learner? (2) Can monolingualism be overcome in a natural way in situations that are meaningful to children?

Recommendations

On the basis of current professional knowledge and in view of the needs in a multilingual European society of tomorrow, the West European Modern Language Associations recommend support for all efforts that aim at introducing foreign language instruction at the primary level. The best way to proceed is, perhaps, to start foreign languages in the third year of primary education during a transitionary period in order to avoid sharp discrepancies between existing educational practices and necessary changes in the future. By the end of this century, however, children in the countries of the EC should have the opportunity to become involved in language learning activities earlier, as a normal option in the educational system.

There should be a joint educational action program of all countries in the EC because isolated projects cannot lead to satisfactory results if a general improvement of foreign language instruction in Europe is the goal. The provision of funds in support of early foreign language learning should not be used as an easy excuse for neglecting foreign language instruction in the later school years. The governments in the countries of the EC

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FLESNEWS

NATIONAL NETWORK FOR EARLY LANGUAGE LEARNING

Volume 3, Number 3 Spring 1990

Bienvenue—À la Soirée Française

Marion Slamowitz
Cincinnati Public Schools
Carthage French Bilingual School
Cincinnati, Ohio

The best way to demonstrate what it means to be bilingual and to generate student, staff, parent, and community enthusiasm for second language learning is to plan a special event. Since the second language of our school is French, *Bienvenue à la Soirée Française* was the theme of our special program. Here are eleven basic steps we followed to prepare for and to carry out our event. This information can be adapted to any language or instructional level.

Step One—Needs Assessment: To plan an effective program first determine the needs of those who will attend the event. Students need active involvement to enjoy themselves and to internalize the activities. The staff needs to be able to contribute its creative talents. Two attractions for parents are the student performance and the food. A community wants to render support and feel that it is included in school events. All of those involved want the best for the students.

Step Two—Projection Figure: First, project an attendance figure for the event. A formula that works for us is to divide the school's enrollment figure in half and then add on one-half of that figure. For example, our school enrollment is approximately four hundred, divided by two equals two hundred, plus one-half of that figure (for the adults who accompany the children) equals three hundred. In addition, a flyer is sent home with a form, to be returned to the school if attending, as an additional estimate of the attendance.

Step Three—Logistics: Next, consider the logistics of the event, where it will be held and when. For example, our school held its *soirée* on March 14, 1989 to celebrate its 10th anniversary as a French bilingual school. A consideration in choosing the date is the weather. It is best to choose a time of the year when there is less danger of inclement weather. The school building is an appropriate place for the celebration, but logistically the event needs to be mapped out. For example, three hundred people exceed the capacity of our cafeteria for dinner, so we used the entire first floor of the building. Tables and chairs were set up in the cafeteria and hallway with space for walkways. This setup required the custodial staff to move furniture from other areas of the building to this space. The desserts and beverages were set up in the teachers' lunchroom and the cultural activities were held in classrooms. Accommodation for parking must also be considered. For our event, two parking attendants helped direct vehicles.

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Conference Calendar

International, national, and regional conferences and workshops are previewed in this section of the newsletter. Please send information on conferences and workshops to the conferences editor.

SUMMER WORKSHOPS

June 11-July 6: **Fourth Summer FLES Institute**. Iowa State University, Ames, IA. For application or further information, contact: Dr. Marcia Rosenbusch, Director, Summer FLES Institute, Department of Foreign Languages, 300 Pearson Hall, Iowa State University, Ames, IA 50011 (515-294-4046).

June 18-July 13: **Methods for Teaching Foreign Languages in the Elementary School**. Concordia College, Moorhead, MN. Carol Ann Pesola, Coordinator. For application information, contact: Office of Admissions, Concordia College, Moorhead, MN 56560. For grant information for German teachers, contact: Helene Zimmer-Loew, AATG, 112 Haddontowne Court #104, Cherry Hill, NJ 08034.

July 8-14: **National FLES* Institute.** University of Maryland, Baltimore County. For further information and application, write: Dr. Gladys Lipton, Coordinator of Foreign Language Workshops, UMBC, Baltimore, MD 21228 (301-455-2109).

July 9-August 3: **Teaching Foreign Languages to Young Students (K-8) A Summer Institute.** Teacher's College, Columbia University, New York, NY. Coordinator, Mari Haas, Teacher's College, Columbia University, 525 W. 120 St., Box 11, New York, NY 10025 (212-678-3817). Session includes two weeks travel in Mexico or Quebec. Session also available July 9-July 20 without travel.

Conferences Editor: Jane G. Graveen

Notes from Washington

Congress Introduces Two FLES Bills

On February 28, 1990, Representative George Sangmeister (D-IL) introduced HR 4144, the Global Elementary Education Act. He noted that, while foreign language training often begins in elementary school in Asia and Europe, only 17% of U.S. public elementary schools offer any form of language instruction. "By not bothering to learn about the language, culture, and geography of our major trading partners," Sangmeister told members of Congress during a floor statement, "we are losing our ability to compete in a global society."

HR 4144 contains four provisions to enhance the teaching of foreign languages and international studies in the elementary grades: (1) $22 million for matching funds to states to establish summer institutes to train and retrain elementary school teachers in the areas of foreign language and culture, geography, and international studies; (2) $10 million for grants to institutions of higher education to develop model programs in preservice elementary teacher education in the area of foreign languages, geography, and international studies; (3) a new exchange program, authorized at $20 million, for elementary teachers to study abroad, with priority given to nontraditional language study sites and teachers who have never been abroad; (4) the last provision allows the development and dissemination of foreign language and culture instructional materials. Authorized at $6 million, the fourth provision funds the development and dissemination of such things as children's literature in foreign languages, videotapes, computer software, and teachers' instructional kits. It would also support the expansion of technology in the elementary school foreign language classroom.

HR 4144 currently has 45 cosponsors. At a recent address to the JNCL-NCLIS Delegate Assembly, Sangmeister stated that he would like to have 100 cosponsors by the end of May. He urged the public to write to their representatives and ask them to sign on. (Please write to your representative at: U.S. House of Representatives, Washington, DC 20515.)

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Congressman Gary Ackerman (D-NY) also introduced, on March 29, a bill regarding elementary school foreign language instruction. With 55 cosponsors, House Concurrent Resolution 294 expresses the sense of Congress "that foreign language instruction should begin at the elementary school level."

Additionally, the resolution calls upon state and local education agencies to implement elementary school foreign language programs, supports the policy statements of the National Governors' Association regarding early language learning, and supports the establishment of a blue ribbon commission to examine elementary school foreign language education in the United States.

The resolution further recommends that such a commission should focus national attention on the need for foreign language education; on the identification of necessary recruitment, education, and support services for language educators; on the development of a research agenda; and on the development of guidelines for establishing elementary school programs and articulating them with upper-level language curricula.

For further information on the status of this legislation, contact the Joint National Committee for Languages-National Council for Languages and International Studies (JNCL-NCLIS); 300 Eye St., NE; Suite 211; Washington, DC 20002 (202-546-7855).

Funding Information and New Legislation Editor: Jamie B. Draper

FLES NEWS* is a newsletter for educators interested in providing quality foreign language instruction for children. The newsletter provides information on classroom activities, resources, various teaching methods, recent research, upcoming conferences, and information on how to publicize elementary foreign language programs. *FLES NEWS* provides a means of sharing information, ideas, and concerns among teachers, administrators, researchers, and others who are interested in the teaching of foreign languages to young children.

FLES NEWS is published three times a year (fall, winter, and spring) by the National Network for Early Language Learning: Marcia Rosenbusch, editor; Nancy Rhodes, network chair. Executive committee members are: Carolyn Andrade (Ohio), Diane Ging (Ohio), Mari Haas, corresponding secretary (New York), Nancy Hess (New York), Melanie Klutts, recording secretary (Texas), Gladys Lipton, treasurer (Maryland), and Kathleen Riordan (Massachusetts).

Contributing editors for the newsletter by topic are: *Classroom activities* Donna Grundstad, Iowa City Community School District, 509 S. Dubuque St., Iowa City, IA 52240; *Conferences* Jane G. Graveen, Glastonbury Public Schools, Glastonbury, CT 06033; *Funding information and new legislation* Jamie B. Draper, Joint National Committee for Languages, 300 Eye St. NE, Suite 211, Washington, DC 20002; *Publicizing FLES* Carolyn Andrade, Cincinnati Public Schools, 230 E. 9th St. Cincinnati, OH 45202; *Research* Elsa Statzner, University of Minnesota, Second Languages and Cultures, 125 Peik Hall, Minneapolis, MN 55455; *French resources* Myriam Chapman, Bank Street School for Children, 610 W. 112th St., New York, NY 10025; *Spanish resources* Barbara McDonald, A. F. Doerfler School, 3014 W. Scott St., Milwaukee, WI 53215; *German resources* Patricia Pillot, Harding Elementary School, 2920 Burdette, Ferndale, MI 48220; *Teaching methods* Audrey Heining-Boynton, Foreign Language Education, CB 3500, Peabody Hall, The University of North Carolina at Chapel Hill, Chapel Hill, NC 27599-3500.

Subscription rate is $8/year ($12/year overseas). Please send your check to: Gladys Lipton, Treasurer, National Network for Early Language Learning, P. O. Box 20914, Silver Spring, MD 20904.

FLES NEWS wants to hear from its readers. Send letters to: Nancy Rhodes, *FLES NEWS*, Center for Applied Linguistics, 1118 22nd St. NW, Washington, DC 20037. Send contributions to be considered for publication to the appropriate contributing editors at the addresses listed above. Deadlines for information are: fall issue–May 1; winter issue–Nov. 1; spring issue–Feb. 1.

Readers are encouraged to make copies of this newsletter and share them with colleagues. Articles may be reprinted citing *FLES NEWS*, National Network for Early Language Learning, as the source.

*Foreign Language in the Elementary School

Resources

Teachers: *Please submit directly to the appropriate Resources editor any materials you would like considered for review. Other materials for review may be sent to the FLES NEWS editor.*

Harper, J., & Lively, M. (1989). *HOTStuff for teachers of French—a manual of units of instruction incorporating higher order thinking skills.* Hurst, TX: Tarrant County Junior College Northeast Campus, 828 Harwood Road, Hurst, TX, 76054 (817-656-6680).

Jane Harper and Madeleine Lively have developed a program that centers on incorporating language and higher-order thinking skills (HOTS) for beginning language students. *HOTStuff* is available in English, Spanish, and German, as well as French, and should be available in Japanese soon. The manual includes twelve units, each of which is divided into four components: Total Physical Response (TPR) activities, higher-order thinking skills activities, suggestions for evaluation, and materials. In the French program, TPR activities include all the commands needed to introduce the vocabulary of the unit as well as invaluable examples of "teacher talk," the sort of talk surrounding an activity that teachers use to develop comprehension. The HOTS activities stimulate thinking skills such as comparing, synthesizing, decision making, classifying, making associations, etc. Each activity is carefully described and includes sample questions for the teacher, and later, for the students. Among the topics covered in the French manual are colors, shapes, parts of the body, clothing, parts of the face, the family, rooms of the house, food, buildings, and transportation.

Clarke, A., Leder, G., Rautins, R., Dove, J., & Mangi, P. (1990). *Aventures.* Lincolnwood, IL: National Textbook.

This attractive early language program for French consists of a student's book with appealing illustrations in full color, a workbook, a teacher's manual, flashcards, cassettes, and hand puppets. The two levels of the program are designed for children in elementary or early middle school. A good range of topics and structures are included—from identifying classroom objects, talking about toys and colors, to selecting clothing and expressing likes and dislikes. The students' book and the workbook are entirely in French; the language is simple, clear and frequently reinforced. The program stresses small group work, manipulatives, whole body activities, and songs. Three characters, Galaxo, Lutin, and Catina, provide continuity as they reappear throughout the student's book and the workbook. This program seems to be flexible enough for teachers to supplement and expand if they so desire.

French Education Project at Louisiana State University. (1989). *Kit ou Double.* Baton Rouge, LA: Louisiana State University. [Available from French Education Project, 202 Peabody Hall, Louisiana State University, Baton Rouge, LA 70803 (504-388-6662). $15.00, plus $3.00 for handling and postage.]

This binder, full of excellent ideas for teaching French to elementary school children, was developed by the French Education Project at Louisiana State University with help from the French Cultural Services. American, French, and Belgian teachers worked together to create this unique teaching aid. *Kit ou Double* is not a textbook, but a series of well thought-out and intelligently presented activities, games, and songs that are organized around themes (numbers, the family, food, animals, etc.). Particularly useful are the examples of teacher talk in French that accompany the suggestions for activities. These are colloquial and use "natural" language.

Teachers are encouraged to integrate *Kit ou Double* into their established curriculum or to use it as a point of departure for their own creative ideas. Each topic includes a number of activities, songs, and visual aids, which are packed in see-through plastic pockets. All pictures are reproducible. There is a cassette which includes the songs in the binder and a teacher's guide in French and English. *Kit ou Double* could be used very effectively in all levels of elementary school language classes.

French Resources Editor: Myriam Chapman

Continued on page 5

Activities for Your Classroom

Teachers: *Please submit a favorite classroom activity for publication in* FLES NEWS *by sending a description in the following format: title, objective, materials, and procedure. You may include any pictures or drawings as illustrations. Send with your name, address, and telephone number to Donna Grundstad, Classroom Activities Editor, Iowa City Community School District, 509 S. Dubuque St., Iowa City, IA 52240.*

Title: **Copy Cat**

Objective: To practice giving and receiving commands and applying vocabulary.

Procedure: Have students line up in two teams. Whisper to the first student in each line the same command. Students whisper the command to the next student in line. The last student in each line performs the command that he/she hears.

Variations: More than one command may be given. Ex: Stand up and open the door.

The last student may say the command that she/he heard.

Use vocabulary items instead of commands. The last student chooses the picture that describes what she/he hears or says the word aloud. Later, students may write the word they hear.

Contributor: Curriculum Committee of the FLEAMS Project
Dr. Eleanor R. Hoffman, Project Director
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Classroom Activities Editor: Donna Grundstad

An Integrated Approach: Teaching Physical Education and Healthful Living Concepts through Second Language

Sonia S. Torres-Quiñones
Wake County Schools
Raleigh, North Carolina

Judy C. Peel
North Carolina State University
Raleigh, North Carolina

We are happy to publish this article on a collaborative project between a classroom teacher and a university professor. This project is an example of action research—research that will have an immediate and direct impact on classroom practices. Teachers interested in learning more about researching classroom issues will find the two books on research listed in the references to be very informative.

Research Editor: Elsa Statzner

Utilizing content-based instruction is becoming a widely discussed way of integrating a second language with content learning. This is accomplished by providing foreign language activities that are based on the subject area of the elementary school curriculum. The areas of mathematics, science, and social studies are most often seen as examples of curriculum areas suitable for content-based instruction. The purpose of this study was to show that Healthful Living and Physical Education content can also be taught through a second language within one lesson. A teacher-created, action research experiment tested this notion.

Action Research

In Table 1, under the categories of Healthful Living and Physical Education, are listed a few of the competencies in the *Teacher Handbook, Grades K-3, State Department of Public Instruction, North Carolina Competency Based Curriculum.*

Table 1.

Healthful Living	Physical Education
Identify and move body parts.	Identify and move body parts.
Name foods that are good for your health.	Name and demonstrate a locomotor skill such as walking, hopping, and jumping.
Participate in a recreational dance.	Demonstrate movements in a simple dance.
Name family members.	Role-play different family members.

The following lesson demonstrates how some of the goals and objectives of Healthful Living and Physical Education could be met in one class period of second language instruction.

The Class

Title: The Family, Emotions, and Body Parts

Objectives: Students will be able to:

1. Identify immediate family members.
2. Identify and demonstrate the emotions of sadness and happiness through role-play activities.
3. Identify nine body parts and demonstrate their movements.
4. Perform a simple dance.

Materials: Flash cards with pictures of family members, Mr. Potato Head, cassette player and music cassette, classroom materials.

Setting: Kindergarten classroom. Only the target language (Spanish) was spoken in a fifteen-minute class period. The regular classroom teacher remained in the room.

Procedure: The second language teacher entered the classroom singing a greeting song. The teacher also talked about the weather, and the students responded with phrases related to the conditions of the weather that day.

The first major activity consisted of the teacher asking the students *¿Cómo estás* (How are you)? Students answered, *alegre* (happy) or *triste* (sad). Some students were able to answer in a complete sentence, *Estoy alegre* (I am happy), or *Estoy triste* (I am sad). Selected students role played being happy or sad. The class members identified the emotions that the students demonstrated. Next, the teacher brought out flash cards of family members and, while pointing, asked the students, *¿Quién es* (Who is he)? The students responded, *Papá* (Dad). Then the teacher asked, *¿Cómo está papá* (How is Dad)? Students responded *alegre* (happy). A review of the family members continued with identification of each member and a song about the family.

In the next activity, the teacher commanded the students, *Levántense* (stand up). *Vamos a jugar Simón Dice* (Let's play Simon Says). Commands and body parts were reviewed. For example, *Simon dice toca la nariz* (Simon says touch your nose.) Then the students stood and moved to a "body parts" song.

In the last activity, the children danced to a song named *Pitazo* (train whistle). They rhythmically jogged in place, jumped, and made the sound of a train whistle. The teacher sang *Adiós, hasta luego* (Good-bye, see you later), and the students sang their reply.

Continued on page 5

Integrated Approach from page 4

Evaluation

Three educators knowledgeable in Spanish observed five separate Kindergarten classes with a total of eighty-one children. Six to eight children per class were observed by each evaluator. Correct verbal or physical responses in each activity were tallied as positive responses. Nonresponses or incorrect responses were tallied as negative responses. The results of these observations are shown below:

Table 2.

	Responses	
Competency Area	Positive	Negative
Emotions	49 60.49%	32 39.51%
Family members	60 74.07%	21 25.93%
Body parts	67 82.27%	14 17.23%
Rhythmic *pitazo*	78 96.30%	3 8.70%

Conclusions

The FLES teacher was able to integrate four concepts each of Healthful Living and Physical Education into a 15 minute lesson. The positive response rates for the activities of emotions, family members, body parts, and rhythmic activity, respectively, indicate the comprehension of Physical Education, and Healthful Living concepts in the second language (see Table 2).

Where there was active involvement by the students attention seemed to increase, as indicated by the higher percentage of "yes" responses for the body parts activities, including the final rhythmic activity. The first two activities involved oral responses, often made in complete sentences. The nature of the activities, as well as the order of presentation in the lesson, could have affected the rates of response in either a positive or a negative direction. A positive and active learning environment appeared to enhance language acquisition.

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Teacher's handbook for second language studies, K-12. Raleigh, NC: North Carolina Department of Public Instruction, Division of Second Languages; Room 215 Education Bldg., 116 W. Edenton St., Raleigh, NC 27603-1712.

Willetts, K. (1986). *Integrating language and content instruction.* Los Angeles, CA: UCLA, Center for Language Education and Research (CLEAR). ERIC Document Reproduction Service No. ED 278 262

Teaching Methods Editor: Audrey Heining-Boynton

Resources from page 3

Positive Attitude Posters, Economics Press, 12 Daniel Road, Fairfield, NJ 07006.

Are you interested in motivating your students as well as encouraging positive attitudes? Economics Press offers Spanish Language Positive Attitude Posters by Ted Key, creator of Hazel. The illustrations are full color and are humorous and eye-catching. The messages are short but meaningful. For example, a recent poster stated that hard work today would pay off in benefits tomorrow.

Since the posters are designed to be displayed and changed frequently, they are available by subscription only. For a one-year subscription of 26 posters (14 by 22 inches) the cost is $89.31, including shipping and handling. Two different posters are shipped every four weeks. A poster frame is available for an additional $9.95, plus shipping and handling.

Müller, K. E. (Ed.). (1989). *Languages in Elementary Schools.* New York: The American Forum, 45 John St. Suite 1200, New York, NY 10038. ($17.00, plus $2.00 shipping and handling.)

Languages in Elementary School is a comprehensive, thorough, and up-to-date resource book. It serves as an excellent guide to those already involved in elementary foreign language instruction as well as to school districts, parents, and administrators who seek rationale for programs or answers to questions regarding initiation and expansion of elementary school foreign language programs.

Some of the topics included in this book are the ages and learning stages of children and their implications for foreign language learning; creating effective foreign learning environments in elementary classrooms; expanding second language instruction to low achievers and the handicapped; and policy and curricular implications of expanding language education in elementary schools.

Languages in Elementary Schools is the result of a project carried out by the National Council on Foreign Language and International Studies. The preparation of the book was guided by a national steering committee of experts in the field of elementary school foreign language instruction.

Spanish Resources Editor: Barbara McDonald

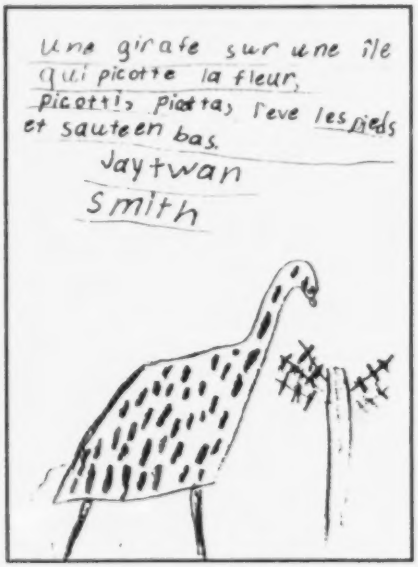
Continued on page 8

Children's Classroom Creations

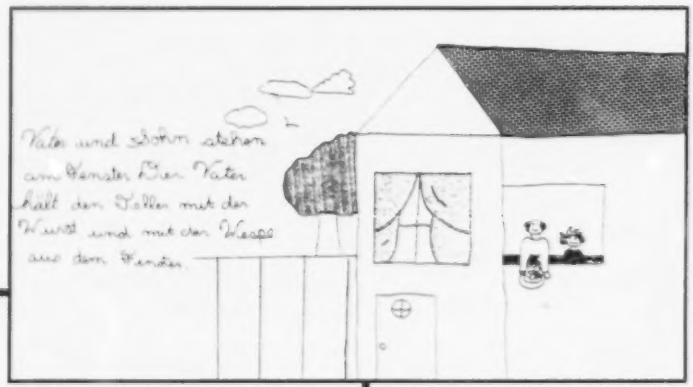
FLES NEWS would like to include samples of children's work in the second language. We encourage you to send works that lend themselves to copying, such as line drawings, short stories, or poems. If you would like a work returned to you, please enclose a stamped self-addressed envelope. Please include the child's name, age, school, and teacher's name, as well as written permission from the child and his or her parents or guardians. Send children's work to the editor, Marcia Rosenbusch.

Kristin
1. Vater und Sohn sitzen am Tisch. Eine Wespe
sitzt auf der Wurst vom Sohn. Er will die
Wespe mit einer Serviette töten.

***Kristin Schade**, 5. Klasse*
Fairview Deutsche Zweisprachige Schule

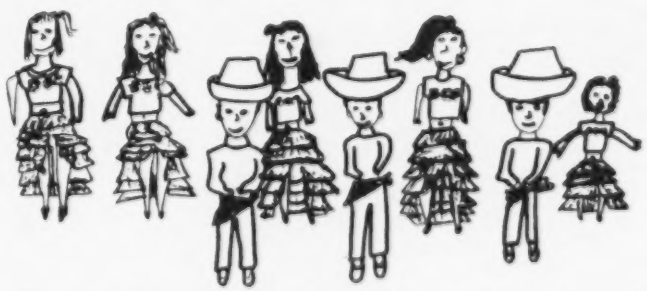


2nd Grade
Mt. Washington School



***Kim Roberts**, 5. Klasse*
Fairview Deutsche Zweisprachige Schule

De Cristal Rahn
El escuela Hartwell
5[to] grado



Para celebrar "La Semana Hispana" fuimos a La Plaza Fuente. Me gusta El Baile: "El Manicero"

Courtesy of Cincinnati Public Schools

Soirée Française from page 1

Step Four—Schedule: Plan a schedule for your event to make sure it will run smoothly. Our plan was: dinner, 6:30-7:15; cultural activities, 7:15-8:00; and entertainment and awards, 8:00-8:30.

Step Five—Committees: Establish the major committees for the event, such as dinner, cultural activities, entertainment, and decorating. Circulate a memo asking staff and parents how they would like to be of assistance. Conduct a meeting for volunteers explaining their responsibilities, and send an instruction sheet to those who are unable to attend the meeting. Since our school is bilingual, we divided the assistance by languages. The English teachers were asked to sign up for salad preparation and the French teachers for dessert preparation. The lunchroom manager and staff offered to prepare the main entrée. The dessert was prepared the day before, and the rest of the menu was prepared after school on the day of the event.

Step Six—Decorations: All decorations were blue, white, and red from paper tablecloths to floral arrangements. French posters, flags, and computerized banners hung around the building. Streamers and helium balloons accented the decor in the cafeteria. Cut-out dolls wearing berets joined hands in the cafeteria windows.

Step Seven—Budgeting: Our goal was to attract as many of our student population and their families as possible. Therefore, we kept the cost of the dinner tickets extremely low. We charge $2.50 per adult and $1.50 per child under twelve. A cut-off date for purchasing dinner tickets should be clearly stated in a letter. It is important to emphasize that no money will be accepted on the evening of the event. Two door attendants were necessary to collect the tickets. The approximate costs for the event are: food, $400; decorations and paper goods, $100; printing of tickets, programs, and awards, $80; flowers and vases, $60; and frames for awards, $35. An accurate record of deposits and expenses was kept throughout the preparations.

Step Eight—Dinner: The dinner consisted of a famous French meat dish, *boeuf bourguignonne*; a French salad, *salade niçoise*; French bread, *le pain français*; a French dessert, *crepes*, (plain, strawberry, grape, or powdered); and beverages, *boissons*, orange drink, coffee, or hot tea. The lunchroom manager was a great help in converting the recipes into large quantities. A high school mime troupe entertained during dinner, and our graduating class, dressed as mimes, carried the food trays to the tables. The preparation of the crepes was used as a side show. Adult volunteers took the beverage and dessert orders and cleaned up afterwards.

Step Nine—Cultural Activities: There were three cultural activities that night: art, song, and dance, and there was also a slide presentation. The participants attended each activity for fifteen minutes. They followed a schedule according to the color of ribbon on the flower vase at their tables—*bleu* (blue), *blanc* (white), or *rouge* (red). These colors match the colors on the classroom doors, thereby avoiding overcrowded classrooms. In the room labeled *Beaux Arts* (Fine Arts) there was a make-and-take activity: a paper *fleur-de-lis*. In *Chansons* (Songs) the instructor was dressed as a can-can dancer and taught the dance steps for the can-can. The younger students particularly enjoyed this activity. In *Presentation*, slides of all the students learning French in their classrooms were shown. "Come see your child in action!" was the theme for this part of the program.

Step Ten—Entertainment: At 8:00 everyone gathered in the gymnasium, which is also used as an auditorium. The students performed a variety of authentic songs, dances, and an instrumental program. Introductions were made in both French and English. Thirty-four framed awards were presented to *Friends of Foreign Language*. Recipients included a former principal, parent volunteers, the press, and teachers who have participated in the program since its inception. The program was

Continued on page 8

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Subscription Order Form (1990-1991)
FLES NEWS, National Network for Early Language Learning (NNELL)

Please send me a one-year subscription to *FLES NEWS*. I am enclosing my check for $8.00. Overseas rate is $12.00. (Make checks payable to NNELL.)

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Mail check and this order form to: Gladys Lipton, Treasurer, National Network for Early Language Learning, P.O. Box 4982, Silver Spring, MD 20914.

Soirée Française from page 7

short and served the purpose of encouraging volunteerism in our school.

Step Eleven—Gratitude: The project coordinator and the school principal sent letters of thanks to all who helped make the event a success. The collective efforts of almost all of the staff and the sixteen parent volunteers represent a shared sense of pride in the culture of the target language and a dedication to our number one priority—our bilingual students. Bravo to the enthusiasm of the school community!

Publicizing FLES Editor: Carolyn Andrade

Resources from page 5

Bednarik, R. (1977). *Mein erstes Deutschbuch: Arbeitsbuch für den Sprachunterricht fremdsprachiger Schüler*. Federal Republic of Germany: Diesterweg. (Available from Continental Book Company, 80-00 Cooper Ave., Bldg. #29, Glendale, NY 11385. The workbook, #3-425-01464-1, is $13.80, plus $2.50 postage.)

As a supplemental workbook *Deutschbuch* is a very useful resource for the elementary school German classroom, especially for students in grades 2-5. Everyday vocabulary for home, clothing, body parts, and school are introduced, as well as colors, shapes, and several verbs and adjectives. The workbook activities are presented in black and white line drawings and include writing, drawing, cutting, and pasting. All instructions are in German and are easy to follow. The workbook activities are not just copying exercises, rather they are content-oriented and involve the use of thinking skills.

German Resources Editor: Patricia Pillot

Marcia H. Rosenbusch, Editor
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END

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